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ABSTRACT

These 11 modules for incarcerated youth and adults are intended as small group and individualized instructional materials for social education on personal, family, and resource management. Each module has the following components: introduction and instructions; a list of terms; objectives, related activities, and a list of resources needed to complete the activities; a list of student resources; and appendixes. The appendixes include pre- and posttests, information sheets, worksheets, checklists, rating sheets, and answer keys to the pre- and posttests. Modules are divided into three areas. Personal Development and Care contains five modules on building a positive self concept, daily body care, projecting one's best image, goal setting, and building bridges between life during incarceration and after returning to the community. Family Life and Relationships contains two modules on communicating with children and disciplining children. Consumer and Money Management contains four modules on making decisions, planning a budget, planning for savings, and methods of saving money. (YLB)

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COMPETENCY BASED SOCIAL EDUCATION MODULES FOR YOUTH AND ADULTS IN CORRECTIONAL INSTITUTIONS

(Final Product of Project # 2-3E31)

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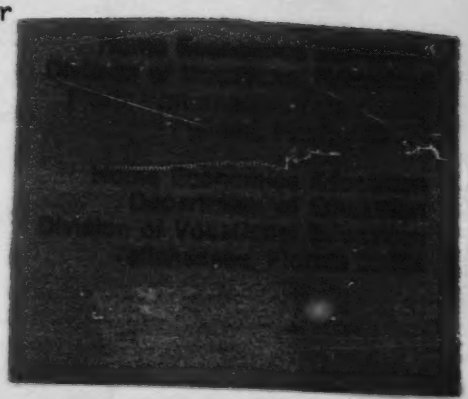

COMPETENCY BASED SOCIAL EDUCATION MODULES FOR

YOUTH AND ADULTS IN

CORRECTIONAL INSTITUTIONS

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FOREWORD

This publication is the final product resulting from a Florida Department of Education funded Project # 2-3E31. The grant was provided by the Division of Vocational Education under Sub Part 5 of the Vocational Education Amendments of 1976. The project was entitled: Development and Dissemination of Competency Based Curriculum Materials Designed to Encourage and Improve Outreach Programs for Youth and Adults in Correctional Institutions.

The project was Directed by Dr. Myrna P. Crabtree and Ms. Alice B. Watkins served as Coordinator. The project was carried out by Florida International University. The major purposes of this project are: (1) The development of curriculum materials that are relevant to outreach programs needed in selected aspects of Home Economics for incarcerated males and females; (2) The improvement and extension of the delivery of relevant programs to populations with special needs residing in correctional institutions.

The objectives were:

1. To utilize findings of the research done in Project # 9-1E31 to design curriculum materials to encourage and improve vocational Home Economics programs for men and women in correctional institutions;

2. To design and develop curriculum materials collaboratively with teachers, coordinators and supervisors who will initiate, improve and implement programs for the incarcerated;

3. To elicit teacher and client response to materials in process;

4. To disseminate produced materials through hands-on group work with those who are presently working with the incarcerated as well as identified potential teachers and supervisors of such programs.

INTRODUCTION

The study (DOE # 9-1E31), The Identification of Consumer and Homemaking Education Needs of Short-term Male and Female Inmates in Correctional Institutions (Crabtree 1980) a statewide study done in Florida of 400 inmates provided data to support the need of young and older adults for a variety of aspects of Consumer and Homemaking Education to help them bridge the gap between incarceration and living with their families in the community and being productive citizens when they are released.

Although some present curriculum materials may be adapted to the youth and adults who are incarcerated, teachers working with inmates need materials focusing on these students' special needs and geared to modes of delivery suitable to such outreach environments as halfway houses, stockades, and detention centers.

This kind of "social education" as indicated in a preponderance of the literature in the correctional education field, is needed and lacking or minimal in most of the institutions.

The study (DOE # 9-1E31) of inmates underlined the importance of using small group and individualized instructional materials suitable to the personal, family and resource management needs of incarcerated males and females. Teachers and supervisors involved in the development of the curriculum materials for this project (DOE # 2-3E31) were especially concerned with assisting Home Economics teachers who are presently working in correctional institutions as well as preparing more teachers for the future to provide such "outreach" programs.

The eleven modules developed were selected on the basis of the top five priority topics indicated by male and female inmates. Since most of the inmates indicated interest in studying individually or in small groups, the modules were developed to use in these ways.

It is intended that the modules serve as a possible model for further development of curriculum materials to be utilized with incarcerated clients. It was suggested by the participating developer/consultants, that teachers duplicate copies of modules for use by students.

Each module also includes a list of the other available modules in the series. This was done to stimulate the interest of inmates and inform them of other materials they can use.

This publication is presented as a tool to assist teachers and supervisors of programs for incarcerated youth and adults to to make them more relevant.

It may be used for the development of additional materials also for purposes of personnel development.

Dr. Myrna P. Crabtree
Director of Project
Professor and Program Leader
Home Economics Education
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Ms. Alice B. Watkins
Coordinator of Project
Coordinator of Home Economics Program
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Center

ACKNOWLEDGEMENTS

The development of this publication could not have been accomplished without the cooperation and participation of those who contributed to this project. Appreciation is expressed to the persons listed below who served as Developer/Consultants. Each of the following people are involved in supervision and/or teaching incarcerated youth and/or adults.

Alice Carlton Adult Coordinator	Hillsborough County
Martha L. Clark Resource Teacher	Broward County
Evelyn J. Lewis Curriculum Supervisor	Broward County
Genevieve S. Mateer Teacher	Leon County
Margaret Slugocki Teacher	Dade County
June Townsend Chairperson	Leon County
Dorothy Verde Teacher	Hillsborough County

Special gratitude is expressed to Ms. Allie Ferguson, State Home Economics Education Program Director for the foresight she has demonstrated in recognizing the importance of providing special assistance to incarcerated populations and for supporting this effort.

FLORIDA INTERNATIONAL UNIVERSITY

HOME ECONOMICS EDUCATION

FLORIDA STATE DEPARTMENT OF EDUCATION

PROJECT #2 - 3E31

CORRECTIONAL EDUCATION MODULES FOR YOUTH AND ADULTS

MODULE: BUILDING A SELF CONCEPT

AREA: Personal Development and Care

MAJOR TOPIC: Knowing More About Myself

MODULE: BUILDING A SELF CONCEPT

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MODULE: BUILDING A SELF CONCEPT

Introduction and Instructions

How do you see yourself? What do you think you are like? What, in your opinion is your potential for further development?

Answers to these questions add up to what your self concept is.

This module is designed to make you more aware of the image you have of yourself. It also focuses on showing you how to build and improve your self concept.

Positive feeling about your own potential frequently leads to other persons' confidence in you and your abilities.

The list of Student Resources in addition to the Resource column in the module include books, pamphlets and audio visuals which may be available in your institution.

MODULE: BUILDING A SELF CONCEPT

Terms You Need To Know

Self Concept - the way you feel about yourself

Heritage - passed down from past generation (material or through birth)

Environment - social and physical surroundings

Influence - a power indirectly or directly affecting a person or a course of events

Personality - the pattern of traits involving character, behavior, temperament, and emotions

MODULE: BUILDING A SELF CONCEPT

Objectives	Activities	Resources
You will be able to:	Complete the Pretest to see how much you already know about self concept.	See Appendix A p.6 Pretest
° Identify various influeences on the development of self concept.	Read the Information Sheet on What is Self Concept? to find out factors contributing to the development of a self concept, the definition of self concept, and the difference between heredity and environmental influences.	See Appendix B p.7 Information Sheet: What is Self Concept?
°Understand the importance of a good self concept.	Fill out the Worksheet, Who Am I? to see what your thoughts are about your personality, behavior and attitudes.	See Appendix C p.8 Worksheet: Who Am I?
° Analyze your self-concept in light of your own personal heredity and environments.	Read the stories about people who were considered "Failures" but became successful, consider people you have known.	See Appendix D p.9 Stories About Successful Failures
	Complete the Checklist: Personality Traits. As you check these traits consider what you think about yourself and why. Add other traits you believe are not included.	Appendix E p.10 Checklist: Personality Traits
° Identify strengths and weaknesses and make a plan for self-improvement.	Use the Rating Sheet: What Am I Doing to Build a Positive Self Concept? Write on sheet one step you will take to build a more positive self concept.	Appendix F p.11 Rating Sheet: What Am I Doing to Build a Positive Self Concept?
	Take the Post Test to see what progress you have made since the beginning of this module.	Appendix G p.12 Post Test

Student Resources

Books and Pamphlets:

Foster, Josephine A., M. Janice Hogan, Bettie M. Herring and Audrey G. Gieseking-Williams. Creative Living, Basic Concepts in Home Economics, New York: Butterick Publishing, 1979.

Personal Development For Careers, Tallahassee, Florida: Florida Department of Education, 1977.

Rosenberg, Edward B., Henry J. Gurney and Vivian K. Harlin. Investigating Your Health, Boston: Houghton Mifflin Co., 1980.

Russon, Allien R., and Harold R. Wallace. Personality Development for Work, Cincinnati, Ohio: South-Western Publishing Co., 1981.

Audio Visuals:

Hinkemeyer, Arlene. What's Your Message? Communication Through Actions and Appearance, New York: Butterick Publishing, 1977. (Kit)

How Do I See Myself? (filmstrips, 2 cassettes) Big Idea Company, Rancourt and Company, P. O. Box 1025, Orange City, Florida.

Self Concept and Employment. (filmstrip and cassettes) Society For Visual Education, 1973.

APPENDICES

MODULE: BUILDING A SELF CONCEPT

Appendix A

Pretest

Directions: The following are multiple choices. In the blank to the left of the question, place the letter representing the best possible answer.

____ 1. Self concept means:

a. an idea of what your friends think of you
b. what you think about yourself
c. goals that you set for yourself

____ 2. Things that may influence my self concept are:

a. family, friends, and society
b. the way my friends spend their money
c. the way my employer spends his leisure time

____ 3. What are some practical steps toward building a positive self concept?

a. tell people what they should do with their lives
b. become aware of myself and gradually make some changes
c. criticize others

MODULE: BUILDING A SELF CONCEPT

Appendix B

Information Sheet: What Is Self Concept?

Each person views self in his/her own special way. This mental picture each of us has is called our self concept. Our self concept begins developing the day we are born and is at the center of personality. It includes all of the ideas we have been gathering since the early months of our lives from the people around us, as well as discoveries we have made about ourselves. This self concept influences every thing we think, say and do.

Each person is unlike anyone else in the world, all unique individuals. One reason for this uniqueness if that no one else, unless one is an identical twin, has a particular combination of genes, the traits which we inherit, and also by our environment. The hereditary factors which contribute to the development of one's self concept include:

1. physical factors
2. mental makeup

The environmental factors which contribute to the development of our self concept include:

1. family customs, practices and experiences
2. family standards and values
3. relationships with family members
4. school and community influences

No one has the same mix of genes and experiences which make our special qualities all our own.

Our self concept greatly affects how we respond to other people. A person with a positive self concept, one who accepts him/herself as a worthwhile human being, shows confidence in him/herself and individual ability. This person can benefit from praise and criticism of others. A person with a negative self concept has difficulty becoming the best person possible. A person like this finds it hard to be open to other's opinions and unable to learn from others' views. When we understand this, the importance of a positive self concept, we can take steps to strengthen our self concept and personality.

MODULE: BUILDING A SELF CONCEPT

Appendix C

Worksheet: Who Am I?

Complete the following sentences describing something about yourself. Include information about your personality, behavior, attitudes and feelings that make you an individual.

_____ 1. I am _____

_____ 2. I am _____

_____ 3. I am _____

_____ 4. I am _____

_____ 5. I am _____

_____ 6. I am _____

_____ 7. I am _____

_____ 8. I am _____

_____ 9. I am _____

_____10. I am _____

In the short lines to the left of each sentence, indicate with an (E) if your statement seemed to develop because of your environment or your experiences. Place an (I) next to the characteristics which seem to have been inborn or inherited.

What do you think has influenced your self concept and personality more, heredity or environment? Why?

MODULE: BUILDING A SELF CONCEPT

Appendix D

Stories About Successful Failures

When Thomas Edison was a boy, his teachers told him he was too stupid to learn anything; F.W. Woolworth got a job in a dry-goods store when he was twenty-one, but his employers wouldn't let him wait on a customer because he 'didn't have enough sense;' A newspaper editor fired Walt Disney because he had 'no good ideas;' Caruso's music teacher told him, 'You can't sing. You have no voice at all.'

The director of the Imperial Opera in Vienna told Madam Schumann-Heink that she would never be a singer and advised her to buy a sewing machine; Lei Tolstoy flunked out of college; Admiral Richard E. Byrd had been retired from the Navy as 'unfit for service' until he flew over both Poles; Emile Zola got a zero in literature in his university course.

Louis Pasteur was rated 'mediocre' in chemistry when he attended the Royal College at Beansancon; Abraham Lincoln entered the Black Hawk War as a captain and came out a private; a literary critic once told Balzac that he should follow any profession he pleased except that of writing; Louisa May Alcott was told by an editor that she could never write anything that had popular appeal; and a famous London editor wrote 'froth, foam, nonsense, trash, balderdash!' across Browning's first batch of poems.

Fred Waring was once rejected for high school chorus.

It is also said that Albert Einstein once failed mathematics in school, and Winston Churchill failed the sixth form (grade) in school.

Presented by Dr. Sam H. Moorer, Director, Division of Instructional Services, Florida State Department of Education, on April 15, 1981, to the members of the Leon County Credit Workshop, Florida State University.

Personal Development For Careers, Tallahassee, Florida: Florida Department of Education, p. 95, 1976.

MODULE: BUILDING A SELF CONCEPT

Appendix E

Checklist: Personality Traits

Place a check in the column that best describes the degree to which you possess the traits listed.

I am:	Usually	Sometimes	Seldom
1. Friendly	___	___	___
2. Cheerful	___	___	___
3. Pleasant	___	___	___
4. Reliable	___	___	___
5. Thorough	___	___	___
6. Neat	___	___	___
7. Appropriately dressed	___	___	___
8. Confident	___	___	___
9. Optimistic	___	___	___
10. Helpful	___	___	___
11. Sympathetic	___	___	___
12. Ambitious	___	___	___
13. Self-reliant	___	___	___
14. Trustworthy	___	___	___
15. Honest	___	___	___
16. Courteous	___	___	___
17. Careful to avoid bad language	___	___	___
18. Loyal	___	___	___
19. Cooperative	___	___	___
20. Poised	___	___	___
21. Self-controlled	___	___	___
22. Punctual	___	___	___
23. Tactful	___	___	___
24. Alert	___	___	___
25. Persistent	___	___	___
26. Sincere	___	___	___
27. Modest	___	___	___
28. Patient	___	___	___
29. What traits do you think should be added?	___	___	___

_____

_____

_____

Personal Development For Careers, Tallahassee, Florida: Florida Department of Education, p. 117, 1976.

MODULE: BUILDING A SELF CONCEPT

Appendix F

Rating Sheet: What Am I Doing To Build A Positive Self Concept?

Directions: Place an (x) in the column which best describes how frequently you do these things to build your own self concept. Then write one step you will take to begin to build a more positive concept.

What I Am Doing?	How Frequently?			
	Do very frequently	Do some times	Do Seldom	Never do
1. I tell people what some of my talents are and share these abilities.				
2. I concentrate on my strength and make sure I show them by doing these things well.				
3. I set goals for myself that I know can be accomplished.				
4. I commend myself for those things I do successfully.				
5. I blame myself and dwell on failures.				
6. I learn from mistakes and go on to better things.				
7. I look for ways to assist others.				
8. I feel good about myself when people benefit from my assistance.				

Steps I will take to build a positive self concept: _____

_____

_____

_____

_____

MODULE: BUILDING A SELF CONCEPT

Appendix G

Post Test

Directions: The following are multiple choices. In the blank to the left of the question, place the letter representing the best possible answer.

_____ 1. Self concept means:

a. an idea of what your friends think of you
b. what you think about yourself
c. goals that you set for yourself

_____ 2. Things that may influence my self concept are:

a. family, friends, and society
b. the way my friends spend their money
c. the way my employer spends his leisure time

_____ 3. What are some practical steps toward building a positive self concept?

a. tell people what they should do with their lives
b. become aware of myself and gradually make some changes
c. criticize others

MODULE: BUILDING A SELF CONCEPT

Appendix H

Answer Key to Pretest and Post Test

1. C

2. A

3. B

THE SERIES

The Modules in the Social Education Series are:

AREA: PERSONAL DEVELOPMENT AND CARE

- Module: Building a Self Concept
- Module: Daily Body Care
- Module: Projecting My Best Image
- Module: Goal Setting
- Module: Building Bridges Between Incarceration and Return to the Community

AREA: FAMILY LIFE AND RELATIONSHIPS

- Module: Communicating With Children
- Module: Disciplining Children

AREA: CONSUMER AND MONEY MANAGEMENT

- Module: Making Decisions
- Module: Planning Your Budget
- Module: Planning for Savings
- Module: Methods of Saving Money

FLORIDA INTERNATIONAL UNIVERSITY

HOME ECONOMICS EDUCATION

FLORIDA STATE DEPARTMENT OF EDUCATION

PROJECT DOE #2 - 3E31

MODULES FOR YOUTH AND ADULTS

MODULE: DAILY BODY CARE

Area: Personal Development and Care

Major Topic: Caring for Myself, Personal Hygiene

MODULE: DAILY BODY CARE

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MODULE: DAILY BODY CARE

Introduction and Instructions

What are your daily grooming habits?

It is the intent of this module to increase your awareness of the importance of good grooming and to encourage these habits to become an habitual part of your grooming routine.

All of us must provide our bodies with healthful living habits, well balanced meals, regular exercise and freedom from emotional disturbances in order to maintain our health and vigor for years to come.

You will find that beginning your activities by taking the Pretest will make you aware of your personal grooming habits. You will enjoy taking the Post Test after you have completed each of the activities pertaining to good daily body care and determine how you will improve your grooming habits. Each Appendix referred to under the Resources column is an important part of this module.

The list of Student Resources in addition to the Resources column in the module, includes books, pamphlets and audio visuals which may be available in your institution.

MODULE: DAILY BODY CARE

Terms You Need To Know

Self-concept - the way you feel about yourself

Grooming - personal care in relation to ones' appearance

Hygiene - science of cleanliness and health of the body

Aesthetic - pertaining to beauty or pleasing to the eye

Impurity - not pure or clean

Invigorate - to give vigor, strength or vitality

MODULE: DAILY BODY CARE

Objectives	Activities	Resources
You will be able to:		
° Evaluate your personal grooming habits.	Complete the Pretest to determine what you know about your daily body care.	Appendix A. p.6 Pretest
	Read the Information Sheet about Health and Body care, then determine how you can improve your personal health care habits.	Appendix B. p.7 Information Sheet: Health Rules for Body Care.
° Distinguish between good and poor grooming habits.	Study the Information Sheet on bathing and the use of soaps and relate to your own body care.	Appendix C. p.8 Information Sheet: Shower Power
° Explain the importance of a regular grooming routine and relate personal appearance to self-concept.	Fill out the Grooming Checklist for men and women and evaluate your grooming habits.	Appendix D. p. 10 Checklist: Grooming for Women.
		Appendix E. p. 12 Checklist: Grooming for Men.
	Take the Post Test and see how much you have learned.	Appendix F. P. 14 Post Test.

MODULE: DAILY BODY CARE

Student Resources

Books:

Childs, Nancy Halligan. Here's How, Lincoln, Nebraska: Universal Publishing Company of Lincoln, 1977.

James, Barry. Call Me Mister, Bronx, N.Y.: Milady Publishing Corp., 1974.

Looking Good, Feeling Beautiful. New York: Simon and Schuster/Avon Products, Inc., 1981.

Ray, Bobbi. Teen Profile For Personal Development, Bronx, N.Y.: Milady Publishing Corp., 1975.

Sferra, Adam, Mary Elizabeth Wright and Louis A. Rice. Personality and Human Relations, New York: McGraw-Hill Book Company, Inc., 1961.

Stearn, Ruth. Grooming For Guys, Alachua County, Florida: Alachua County School Board, 1970-71.

Tolman, Ruth. Charm and Poise For Getting Ahead, Bronx, N.Y.: Milady Publishing Corp.

Audio Visuals:

Anderson, Lorraine. Personal Management and Grooming, New Jersey: Prentice-Hall, Inc., 1975.

Hinkemeyer, Arlene. What's Your Message? Communication Through Actions and Appearance, New York: Butterick Publishing, 1977.

Taking Care of Yourself. The New Independent Living Series, New York: Maclean Hunter Learning Resources.

APPENDICES

MODULE: DAILY BODY CARE

Appendix A

Pretest

Please read and answer the following questions before you begin.

1. State your definition of a well groomed person.

2. What are the elements that go into affecting your appearance to others?

3. In your opinion, does personal grooming reflect one's self-concept--(or, how a person feels about himself)?

4. What are some reasons why good health and good grooming might improve your chances for a successful personal, social and business life?

5. Describe the proper steps for showering and/or bathing.

MODULE: DAILY BODY CARE

Appendix B

Information Sheet: Health Rules For Body Care

When we feel well, we naturally have more energy, ambition and confidence in our abilities. But in order to feel well, we must observe good grooming habits:

1. Cleanliness-following a daily body cleaning routine.
2. Proper rest-getting plenty of sleep (average 8 hours) each night so you awake refreshed and revitalized.
3. Proper food-eating well balanced meals.
4. Drinking water-six to eight glasses each day.
5. Exercise-a daily routine to keep your body strong and healthy.
6. Regular elimination-help your body with proper elimination by eating a balanced diet, drinking plenty of liquids, daily exercise and getting plenty of rest.

Lack of these proper habits may cause negative reactions such as:

- weak, flabby muscles
- susceptibility to illness
- low energy levels
- sluggishness
- irritability
- headaches
- abdominal pains
- avoidance by friends and associates

The benefits of cleanliness and good grooming to your health are well worth their time and effort.

1. You will feel better.
2. You will look better.
3. You will do better work.
4. You will build stamina.
5. You will improve your disposition.
6. You will gain poise and confidence.
7. Good health amplifies beauty.

Therefore, take pride in your body and value your health. You owe it to yourself to keep your body strong and healthy. After all, it's the only one you'll ever have.

Appendix C

Information Sheet: Shower Power

Habits of personal cleanliness should be practiced for both aesthetic and hygienic reasons. No amount of powder or perfume can take the place of a daily shower or tub bath.

One way impurities of the skin are eliminated is through the pores of the skin. Daily cleansing removes dead cells and allows the skin to breath. A daily bath will keep your skin clean, fresh and fragrant. The image of an attractive appearance may rapidly vanish if accompanied by the unpleasant odor of neglected body cleanliness. People, consistently neglectful of the rules of hygiene and cleanliness may find themselves being avoided by friends and associates.

Showers may be preferred over baths because:

-- they are less time consuming

-- they use less water

-- they are invigorating, a natural stimulant to get you going

-- other-

Baths may be preferred over showers because:

-- they help you relax

-- they relieve tension and calm your nerves

-- they keep your skin soft if you bathe in oils

-- other-

Follow these steps for proper cleaning:

1. Have the shower or bath water warm.
2. Briskly soap your body with a cloth or body brush.
3. Give special attention to the underarms, neck, ears, between toes and pubic area.
4. Follow with a cool, tingling rinse.
5. Finish with a brisk toweling that will stimulate the blood to the surface of the skin.
6. You may wish to apply a soothing powder to help keep you dry or a body lotion if your skin is dry and rough.

***Avoid extremes in water temperature. Water too hot or too cold can shock the system and make you feel weak and dizzy.

Appendix C -- Continued

Information Sheet: Shower Power

Care of Blemishes:

Blemishes often occur on the back or shoulders because this area is easily neglected and hard to reach when showering or bathing. If your back or chest is broken out:

-- use a medicated soap

-- scrub thoroughly

-- rinse with warm, then cool water

To aid in healing blemishes, apply a medicated lotion after you have dried your skin.

MODULE: DAILY BODY CARE

Appendix D

Checklist: Grooming For Women

This Grooming Checklist for Women will help give you the opportunity to honestly evaluate your own grooming habits.

Directions: Place a check mark (✓) next to the following statements which you follow and a cross (x) next to those you want to improve.

___ 1. I take a bath or shower at least once a day.

___ 2. My back and shoulders are smooth and free from blemishes.

___ 3. My knees and elbows are soft and smooth.

___ 4. I drink plenty of water, at least 6-8 glasses a day.

___ 5. I have regular elimination.

___ 6. I use a strong enough deodorant or antiperspirant every day.

___ 7. I remove superfluous underarm and leg hair every 3 to 4 days.

___ 8. My skin is clear and healthy looking.

___ 9. My hair is healthy looking.

___10. I wash my hair when it appears dirty.

___11. My hair is neatly kept.

___12. I keep my combs and brushes clean, free from dirt and loose hair.

___13. I brush my teeth at least twice a day.

___14. My teeth and gums are in good condition.

___15. I am careful about preventing offensive breath.

Checklist: Grooming For Women

____16. My hands are clean and smooth.

_____

____17. My fingernails are clean, well manicured with no chipped polish.

_____

____18. My feet are clean and smooth.

_____

____19. My townails are clean, well manicured with no chipped polish.

_____

____20. My make-up is applied skillfully and becomingly.

_____

____21. My make-up is appropriate for my job, social occasion, etc.

_____

____22. I touch-up my make-up in private.

_____

____23. I am subtly perfumed.

_____

____24. I exercise regularly.

_____

____25. I get enough fresh air.

_____

____26. I maintain the ideal weight and body measurements for my height and bone structure.

_____

____27. My daily diet includes a variety of foods from all of the basic four food groups: milk group, meat group, vegetable and fruit group, and bread and cereal group.

_____

____28. I wake up refreshed after a night's sleep.

_____

____29. I give an over-all appearance of being well-groomed.

_____

MODULE: DAILY BODY CARE

Appendix E

Checklist: Grooming For Men

This Grooming Checklist For Men will help give you the opportunity to honestly evaluate your own grooming habits.

Directions: Place a check mark (✓) next to the following statements which you follow and a cross (x) next to those you want to improve.

___ 1. I take a bath or shower at least once a day.

___ 2. My back and shoulders are smooth and free from blemishes.

___ 3. I drink plenty of water, at least 6-8 glasses a day.

___ 4. I have regular elimination.

___ 5. I use a strong enough deodorant or antiperspirant every day.

___ 6. My skin is clear and healthy looking.

___ 7. My hair is healthy looking.

___ 8. I wash my hair when it appears dirty.

___ 9. My hair is neatly kept.

___10. I keep my combs and brushes clean, free from dirt and loose hair.

___11. I brush my teeth at least twice a day.

___12. My teeth and gums are in good condition.

___13. I am careful about preventing offensive breath.

___14. My hands are clean and smooth.

Checklist: Grooming For Men

___15. My fingernails are well trimmed and cared for.

___16. My feet are clean and smooth.

___17. My toenails are clean and well trimmed.

___18. I am clean shaven or trim my moustache/beard regularly.

___19. My aftershave or cologne has a subtle fragrance.

___20. I exercise regularly.

___21. I get enough fresh air.

___22. I maintain the ideal weight and body measurements for my height and bone structure.

___23. My daily diet includes a variety of foods from all of the basic four food groups: milk group, meat group, vegetable and fruit group, and bread and cereal group.

___24. I wake up refreshed after a night's sleep.

___25. I give an over-all appearance of being well-groomed.

MODULE: DAILY BODY CARE

Appendix F

Post Test

Please read and answer the following questions before you begin.

1. State your definition of a well groomed person.

2. What are the elements that go into affecting your appearance to others?

3. In your opinion, does personal grooming reflect one's self-concept-- (or, how a person feels about himself)?

4. What are some reasons why good health and good grooming might improve your chances for a successful personal, social and business life?

5. Describe the proper steps for showering and/or bathing.

THE SERIES

The Modules in the Social Education Series are:

AREA: PERSONAL DEVELOPMENT AND CARE

- Module: Building a Self Concept
- Module: Daily Body Care
- Module: Projecting My Best Image
- Module: Goal Setting
- Module: Building Bridges Between Incarceration and Return to the Community

AREA: FAMILY LIFE AND RELATIONSHIPS

- Module: Communicating With Children
- Module: Disciplining Children

AREA: CONSUMER AND MONEY MANAGEMENT

- Module: Making Decisions
- Module: Planning Your Budget
- Module: Planning for Savings
- Module: Methods of Saving Money

FLORIDA INTERNATIONAL UNIVERSITY

HOME ECONOMICS EDUCATION

FLORIDA STATE DEPARTMENT OF EDUCATION

PROJECT #2 - 3E31

CORRECTIONAL EDUCATION MODULES FOR YOUTH AND ADULTS

MODULE: PROJECTING MY BEST IMAGE

AREA: Personal Development and Care

MAJOR TOPIC: Knowing More About Myself

MODULE: PROJECTING MY BEST IMAGE

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MODULE: PROJECTING MY BEST IMAGE

Introduction and Instruction

This module has been written to help you learn how to project your best image. Since we are under continuous evaluation by others it seems worth your time to learn ways of projecting your best qualities.

You can complete the activities in the module at your own pace. All of the materials you need to complete this module are contained within it.

You will note that a list of additional resources are listed for continued exploration of the topic. These materials may be available in your institution.

Turn the page and look over the terms you need to know. When they are familiar to you, go on to the activities on page 3 and follow them step-by-step.

MODULE: PROJECTING MY BEST IMAGE

Terms You Need To Know

Image - how people view a person

Appearance - how a person looks, total grooming picture, i.e. dress

Personality - a complex set of behavioral characteristics that set each individual apart from one another

Attitude - a state of mind, negative or positive that we choose to have about life, love, work and play

Body Language - non-verbal way of communicating feelings and attitudes to others

MODULE: PROJECTING MY BEST IMAGE

Objectives	Activities	Resources
You will be able to:		
° Identify strong points you project to others.	Take the Pretest to see how much you know about projecting your best image.	See Appendix A p. 6 Pretest - Projecting My Best Image
	Read Information Sheet: Your Image Is Showing.	See Appendix B p. 7 Information Sheet: Your Image is Showing
° Identify some weak points you project to others.	Complete Checklist on projecting your image.	See Appendix C p. 9 Checklist: Do You Project Your Best Image?
	Write a paragraph that describes how you see yourself now. Write a paragraph that describes how you think others see you now. Write a paragraph describing what you need to do to have the image you desire. These need only be 2 or 3 sentences	See Appendix D p. 10 Worksheet: Projecting My Best Image
° Identify the kind of image you'd like to project.	Take the Post Test to see how much you have learned about projecting your best image.	See Appendix E. p. 11 Post Test
	Check you answers to the Post Test on the Answer Key.	See Appendix F p. 12 Answer Key to Pretest and Post Test

Student Resources

Books and Pamphlets:

Buscaglia, Leo. Personhood, New York: Fawcett Columbine Books, 1978.

Fast, Julia. Body Language, New York: Pocket Books, 1970.

McGinley, Helen. People, Lexington, Mass.: Ginn and Company, 1980.

Powell, John, Why Am I Afraid To Tell You Who I Am, Niles, Ill.: Argus Communications, 1969.

Audio Visuals:

Looking Good: A Guide To Personal Grooming, (record and filmstrip) White Plains, New York: Guidance Associates, Inc., 1978.

Ryl, Eden. You Pack Your Own Chute, (film 35mm) Newport Beach, California: Ramic Productions, 1972.

Wylie, Richard E. Your Image, (filmstrip and cassette) Indian Rocks Beach, Florida: Relevant Productions, Inc., 1977.

APPENDICES

MODULE: PROJECTING MY BEST IMAGE

Appendix A

Pretest

Directions: Indicate the statements which are true by placing a T in the space to the left of the statement. Mark the statements which are false by placing an F in the space provided.

____ 1. A good appearance is a reflection of a positive attitude about oneself.

____ 2. The image you project is the basis for complements or criticism from others.

____ 3. One of the problems with improving self image is being able to see one's self objectively.

____ 4. The greatest feat in projecting a good image is seeing oneself as others see you.

____ 5. Your image is important to your success.

____ 6. Acting rude, spoiled or childish are all examples of projecting poor self image.

____ 7. Becoming aware of yourself and willing to make changes is a step toward projecting a better image.

____ 8. You are the problem not the solution to the image you project.

____ 9. Faulty assumptions about others can greatly enhance our behavior.

____10. You can not always change your situation or the other person, but you can change your attitude toward them.

MODULE: PROJECTING MY BEST IMAGE

Appendix B

Information Sheet: Your Image Is Showing

Did you ever analyze why you admire some people and like them the minute you meet them? What is it about them that makes them different from others?

Consciously or unconsciously we are judging people and being judged on a regular daily basis. This is just human nature, but it may also be a part of your job. People judge us on many things but foremost they judge us on appearance and personality - our image.

What type of appearance and personality do you display? Are you quiet, withdrawn, talkative, loud, neat, clean, messy, disorganized? The list is endless but the truth is, we are under judgment.

Understanding yourself and knowing your good qualities creates a positive image. It can be the reason people like you and want you as a friend; the reason they hire you.

The image you project to others is like giving them a photo of yourself. Wouldn't you want people to have the best picture possible to look at? This is why we should strive to project a positive image. Your image includes your type of personality, the way you behave, the attitudes you express toward people and things, and lastly how well you are able to express your feelings to others.

This does not mean that you have to exhaust your energies catering to everyone. This means knowing yourself first and then relating good feeling about yourself by your actions. If you feel good about yourself, you feel good toward others and that positive attitude grows daily.

Of course you are human and somedays are more trying then others but everyday is a new opportunity to improve your image no matter what your circumstances.

You are a unique person, no one on this earth is quite like you. You have special qualities that make you different from everyone else.

Perhaps you have never really considered these good qualities. Well then, its time to have a positive talk with yourself.

Many people travel through life blaming others for their present circumstances, the excuses are many; my family was poor, my parents were divorced or uneducated, they didn't love me, etc. thus taking the responsibility off themselves and putting it on someone else. You can not always change your situation or the other person but you can change yourself and your attitude. You are the problem and the solution to the kind of image you project.

MODULE: PROJECTING MY BEST IMAGE

Appendix C

Checklist: Do You Project Your Best Image?

Directions: Evaluate your image by making a (✓) in appropriate column.

	always	seldom	never
1. I take advantage of people			
2. I use abusive language			
3. I blame others for my present circumstances			
4. I like myself			
5. I do anything to attract attention			
6. I act toughly			
7. I behave courteously			
8. I groom daily, i.e. shower, care for my hair, clean my nails			
9. I talk excessively			
10. I talk loudly			
11. I help others without being asked			
12. I arrive on time for work, class or appointments			
13. I exhibit good posture			
14. I critique others behind their backs, especially those in authority			
15. I try to comfort friends and co-workers when they are experiencing difficult times			

MODULE: PROJECTING MY BEST IMAGE

Appendix D

Worksheet: Projecting My Best Image

Directions: Fill in the following with your ideas:

1. How I see myself now:_____

_____

_____

_____

_____

2. How I think others see me now:_____

_____

_____

_____

_____

3. What do I need to do to have the image I desire:_____

_____

_____

_____

_____

MODULE: PROJECTING MY BEST IMAGE

Appendix E

Post Test

Directions: Indicate the statements which are true by placing a T in the space to the left of the statement. Mark the statements which are false by placing an F in the space provided.

____ 1. A good appearance is a reflection of a positive attitude about oneself.

____ 2. The image you project is the basis for complements or criticism from others.

____ 3. One of the problems with improving self image is being able to see one's self objectively.

____ 4. The greatest feat in projecting a good image is seeing oneself as others see you.

____ 5. Your image is important to your success.

____ 6. Acting rude, spoiled or childish are all examples of projecting poor self image.

____ 7. Becoming aware of yourself and willing to make changes is a step toward projecting a better image.

____ 8. You are the problem not the solution to the image you project.

____ 9. Faulty assumptions about others can greatly enhance our behavior.

____10. You can not always change your situation or the other person, but you can change your attitude toward them.

MODULE: PROJECTING MY BEST IMAGE

Appendix F

Answer Key To Pretest and Post Test

T 1.

T 2.

T 3.

T 4.

T 5.

T 6.

T 7.

F 8.

F 9.

T 10.

THE SERIES

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FLORIDA INTERNATIONAL UNIVERSITY

HOME ECONOMICS EDUCATION

FLORIDA STATE DEPARTMENT OF EDUCATION

PROJECT DOE #2 - 3E31

MODULES FOR YOUTH AND ADULTS

MODULE: GOAL SETTING

Area: Personal Development and Care

Major Topic: Planning For Your Future

MODULE: GOAL SETTING

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MODULE: GOAL SETTING

Introduction and Instructions

Today you have made a decision to begin planning for your future. You want to take charge of your life and have more control over what happens to you. How do you begin?

The first steps toward achieving control is setting realistic goals. This module has been written to: (1) assist you in determining your personal needs, wants and resources, and (2) help you set and achieve goals which will put you in charge of your future.

As you do each activity including your Pretest, you will find the Information and Worksheets in the Appendices useful.

The list of Student Resources in addition to the Resource column in the module include books, pamphlets and audio visuals such as filmstrips and cassettes. These may be available in your institution.

MODULE: GOAL SETTING

Terms You Need To Know

Goals - the wants and needs individuals work to achieve in the short term or distant future

Wants - desires beyond the basic needs for survival

Needs - requirements for basic living survival

Resources - includes people, money, time, energy and personal skills, knowledge and attitudes

MODULE: GOAL SETTING

Objectives	Activities	Resources
You will be able to:	Take the Pretest to see how much you already know about goal setting.	See Appendix A p.6 Pretest.
°Define what a goal is.	Read about goals and think about or discuss with a group the following question: What is the relationship between short-range & and long-range goals?	See Appendix B p.7 Information Sheet: What is a goal?
°Explain the difference between a need and a want.		
°List your personal assets.	On the Worksheet, on wants and needs, list present wants and needs and those you think you will have when released.	See Appendix C p.9 Worksheet: Your Wants and Needs.
°List the steps toward goal setting.	Then on the next Worksheet, list all of the human and material resources which you can think of that could help you achieve your goals.	See Appendix D p. 10 Worksheet: Material and Human Resources.
°Recognize an achievable goal.	Read the Information Sheet on setting your goals to better understand the steps in goal setting you can use.	See Appendix E p. 11 Information Sheet: Setting Your Goals.
°Identify your future goals.	Identify a personal goal. Use the Worksheet on getting started toward your goal to help you make a plan of action	See Appendix F p. 12 Worksheet: Getting Started toward Your Goal.
°Develop a plan of action to reach a goal.	Take the Post Test and see how much you have learned in this module.	See Appendix G p.13 Post Test.
		See Appendix H p.14 Answer Key to Pretest and Post Test.

MODULE: GOAL SETTING

Student Resources

Books & Pamphlets:

Craig, Hazel Thompson. Thresholds to Adult Living: Charles A. Bennett Co., Inc., New York, 1978.

Foster, Josephine, Hogan, M. Janice, Herring, Bettie, Gieseking-Williams, Audrey G. Creative Living, Basic Concepts in Home Economics: Butterick Publishing Co., New York, 1979.

Johnson, David W. Human Relations and Your Career: Prentice-Hall, New Jersey, 1978.

Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work: McKnight Publishing Co., Bloomington, Illinois, 1981.

Paolucci, B. Farola, T., Thompson, P. Personal Perspectives/A Guide to Decision Making: McGraw-Hill Co., New York, N.Y., 1978.

Rettig, Jack L. Careers-Exploration and Decision: Fearon Pittman Publishers, Inc., Belmont, California, 1974.

Richter, David J. Occupational Essentials-Skills and Attitudes for Employment: H. C. Johnson Press, Rockford, Illinois, 1980.

Ryder, Verdene. Contemporary Living: Goodheart-Willcox, New York, 1979.

Sasse, Connie R. Person to Person: Bennett, Peoria, Illinois, 1979.

Schmoele, Henry H. and Others. Consumer Education; An Introductory Unit for Inmates in Penal Institutions: Bureau of Occupational and Adult Education, Washington, D.C., 1980.

Articles:

Dyer, Wayne W. "Goals: How To Set Them, Achieve Them, Enjoy Them," Family Circle, June 24, 1980, p. 14+.

Audio-Visuals:

Cochran, Peter, & Others. Life Goals: Setting Personal Priorities. Pleasantville, New York: Human Relations Media Center, 1976.

Management for Living, Program I. (filmstrip & cassette). New York: Butterick Publishing, 1979.

APPENDICES

MODULE: GOAL SETTING

Appendix A

Pretest

Directions: Identify all of the possible short-range goals in Column II which could help you reach the long-range goals in Column I. Place the letter of the short-range goal in the blank to the left of the long range goal.

Column I Long-Range Goals	Column II Short-Range Goals
_____ 1. Living on my own	a. Saving money
_____ 2. Buying a car or motorcycle	b. Joining social groups
_____ 3. Making new friends	c. Finding a place to live
_____ 4. Getting the job you want	d. Establishing credit
_____ 5. Owning a home	e. Taking educational classes
_____ 6. Getting married	f. Getting a job
_____ 7. Getting an education	g. Projecting a professional image
	h. Borrowing money

Directions: Identify the following statements which are true by placing a T in the appropriate space next to the statement. Identify the following statements which are false by placing an F in the appropriate space next to the statement.

____1. Your goals are the needs and wants you work to achieve.

____2. A long-range goal is achieved by accomplishing many short-range goals.

____3. Needs are the things you desire or wish for, wants are the necessities you need to live.

____4. Your skills can be an important resource for achieving your future goals.

____5. You should never change your goal or plan of action if you see that your original goal may not be achieved.

MODULE: GOAL SETTING

Appendix B

Information Sheet: What Is A Goal?

Each of us should have a plan for our life. We should set goals for ourselves. This means deciding on the things we want and need and working to get them.

Goals are the wants and needs individuals work to achieve. There are short-range goals and long-range goals. Short-range goals are the ones we are concerned about every day. By reaching them, we are on the way to achieving long-range goals.

Long-range goals, such as owning a home or getting the type of job you want, take longer to reach. We usually think of them as major life goals. It takes the completion of many short-range goals to reach or accomplish a long-range goal.

Examples

Long-Range Goals	Short-Range Goals
Owning a home	Earning more money. Saving money. Getting credit.
Getting the type of job you want	Completing your high school diploma. Taking courses at area vocational center. Getting inservice training on the job for advancement.

The goals we set reflect our needs and wants. Needs are basic human requirements such as food, shelter and clothing. Other basic needs include the need for safety, the need to be loved and accepted, the need to be recognized and the need to become all that we can.

Wants are quite different from needs. Wants are things you consciously desire but are not necessary for you to survive, i.e., a stereo tape player or a new car.

There are usually choices to make in deciding what we need to do or to have. These choices are different for each individual. Many things affect what each of us feel we need.

Information Sheet: What Is A Goal?

Below is a list of factors which affect your needs and goals. No two individual's goals will be alike because you differ from others in:

- -Your wishes and desires
- -Your way of life and standard of living
- -Your knowledge of what is realistic for you to do
- -How other people's advice and attitude affects you
- -Your abilities and commitment to reach your goal
- -Your purpose when you do reach a goal

Your resources also influence the goals you set and those which you are able to achieve. Resources are anything you have which can help you reach a goal. Some of them are:

Personal resources:

- -Energy
- -Health
- -Intelligence
- -Interests and Aptitudes
- -Money
- -Motivation to do good work
- -Past achievements and experience
- -Personal appearance and manners
- -Skills and abilities
- -Time

Other resources:

- -Friends
- -Family
- -Available Community Resources
- -Job Opportunities
- -Schools and Training Programs

Good planning for the future must include reviewing your resources and determining what new resources you may need to obtain your goals.

MODULE: GOAL SETTING

Appendix C

Worksheet: Your Wants and Needs

Directions: Make two sets of lists identifying things you want to have or do and things you believe you will need. The first set will be your wants and needs while you are in the institution. The second set will reflect your wants and needs when you are released.

NOW

Wants	Needs

WHEN RELEASED

Wants	Needs

Do your wants and needs in the institution reflect your wants and needs when you are released?

MODULE: GOAL SETTING

Appendix D

Worksheet: Material and Human Resources

1. List your personal resources; talents, abilities, interests, personal characteristics, etc. Don't be modest, be proud of your resources!

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. List other resources which are available or will be available to you. List anything or anyone that could help you achieve your goals.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

MODULE: GOAL SETTING

Appendix E

Information Sheet: Setting Your Goals

Goals are not reached simply by wanting them. They will be achieved by turning them into actions. The goal setting process provides a way for you to turn your wants into actions.

STEPS IN GOAL SETTING

1. Decide what you really want and need.

2. Set your goal.

   Can you answer yes to the following questions?

   1. Is it conceivable? Can I describe it?
   2. Is it believable? Can you picture yourself doing it?
   3. Is it achievable? Do you have interests, aptitudes or skills needed?
   4. Is it controllable? Can you change the plan of action if necessary?
   5. Is it measurable? When do you expect to reach it? How will you know you have succeeded?
   6. Is it desirable? Do you want to do it?
   7. Is it stated with no alternatives? No either-or's, or maybe's. Are you committed to sticking to your plan?
   8. Does it reflect high ideals? Will you and others become better persons because of your success?

3. Think about the goal and determine what resources are available to help you reach your goal.

4. Plan the actions you must take to reach your goal.

5. Start to actually do what you have planned.

6. Continually evaluate how things are going.

7. If your plan is working as you planned, re-evaluate each step for a possible need to change an action.

Working through this module, you have identified your needs, wants and resources. Now it is time for you to start thinking about specific goals for your future.

MODULE: GOAL SETTING

Appendix F

Worksheet: Getting Started Toward Your Goals

From the Worksheet, Identify Your Wants and Needs, select one want or need and identify it as a specific goal.

My goal is: _____

_____

1. Is your goal short-range or long-range?

2. If your goal is long-range, identify the short-range goals you need to achieve in order to reach your long-range goal.

_____
_____
_____
_____
_____

3. From the Worksheet: Material and Human Resources, list the resources you could use (personal as well as other) to help you achieve your goal.

_____
_____
_____
_____
_____
_____
_____
_____

4. Develop a plan of action or steps you must take to reach your goal.

1. _____
2. _____
3. _____
4. _____
5. _____

5. How will you evaluate your progress toward your goal?

Good luck! This may be an important beginning for you.

MODULE: GOAL SETTING

Appendix G

Post Test

Directions: Identify all of the possible short-range goals in Column II which could help you reach the long-range goals in Column I. Place the letter of the short range goal in the blank to the left of the long range goal.

Column I Long-Range Goals	Column II Short-Range Goals
____1. Living on my own	a. Saving money
____2. Buying a car or motorcycle	b. Joining social groups
____3. Making new friends	c. Finding a place to live
____4. Getting the job you want	d. Establishing credit
____5. Owning a home	e. Taking educational classes
____6. Getting married	f. Getting a job
____7. Getting an education	g. Projecting a professional image
	h. Borrowing money

Directions: Identify the following statements which are true by placing a T in the appropriate space next to the statement. Identify the following statements which are false by placing an F in the appropriate space next to the statement.

____1. Your goals are the needs and wants you work to achieve.

____2. A long-range goal is achieved by accomplishing many short-range goals.

____3. Needs are the things you desire or wish for, wants are the necessities you need to live.

____4. Your skills can be an important resource for achieving your future goals.

____5. You should never change your goal or plan of action if you see that your original goal may not be achieved.

Appendix H

Answer Key to Pretest and Post Test

1. a, c, d, f
2. a, d, f, h
3. b, g
4. e, g
5. a, d, f, h
6. b
7. a, e, h

True and False:

__T__ 1.

__T__ 2.

__F__ 3.

__T__ 4.

__F__ 5.

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- Module: Communicating With Children
- Module: Disciplining Children

AREA: CONSUMER AND MONEY MANAGEMENT

- Module: Making Decisions
- Module: Planning Your Budget
- Module: Planning for Savings
- Module: Methods of Saving Money

FLORIDA INTERNATIONAL UNIVERSITY

HOME ECONOMICS EDUCATION

FLORIDA STATE DEPARTMENT OF EDUCATION

PROJECT #2 - 3E31

CORRECTIONAL EDUCATION MODULES FOR YOUTH AND ADULTS

MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

AREA: Personal Development and Care

MAJOR TOPIC: Utilizing Community Resources

MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

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MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

Introduction and Instructions

Building bridges between being incarcerated and return to the community is a process that should be put into motion long before your release date.

This module is designed to help you identify various public agencies available to assist you readjust to independent living. In addition it provides needs assessment and encourages you to plan for reestablishing yourself in society.

The list of Student Resources in addition to the Resources column in the module, includes books, pamphlets and audio visuals which may be available in your institution.

MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

Terms You Need to Know

Incarcerated - serving time or a sentence in an institution

Public Agencies - agencies supported by tax payers' funds

Private Agency - community service agency supported by contributions from individuals, business and corporations

On The Job Training - attaining learning skills on the job and getting paid for it at the same time

HRS - Health and Rehabilitative Services

United Way - large private community agency which encompasses many services

Work Release - released time during the incarceration period to work away from the institution

Halfway House - a place where one can temporarily live with restrictions

Furlough - leave granted to an inmate from the correctional institution to renew family ties and seek employment in anticipation of release

MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

Objectives	Activities	Resources
You will be able to:		
° Identify various public agencies available to assist you in transition from incarceration to community life.	Complete the Pretest to see how much you already know about public agencies available to help you in your situation.	See Appendix A p.6 Pretest
	Read Information Sheet: Making the Transition. Try to visualize your release time and what you plan to do.	See Appendix B p.7 Information Sheet: Making the Transition
	Read Information Sheet: Agencies and Service they provide. Consider those agencies which would be most helpful to you.	See Appendix C p.8 Information Sheet: Agencies and Services Provided
° Describe considerations that would influence your selection of public agencies.	Fill out the Worksheet: Assessing My Needs and consider your priorities.	See Appendix D p.10 Worksheet: Assessing My Needs
° Assess your important needs and plan for your release.	After assessing your needs and reviewing the Information Sheet complete the Worksheet: My Plan.	See Appendix E p.11 Worksheet: My Plan.
	Take the Post Test to see what knowledge you have gained since working on this module.	See Appendix F p.12 Post Test
	Check your answers to the Post Test.	See Appendix G p.13 Answer Key to Pretest and Post Test

MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

Student Resources

Books and Pamphlets:

Carter, Jane O. Second Wind: A Program for Returning Women Students, Washington, D.C.: U.S. Department of Health, Education and Welfare, 1978.

Consumer's Resource Handbook, Pueblo, Colorado: The White House Office of the Special Assistant for Consumer Affairs, 1979.

Finnegare, Lorretta P. Women in Treatment, Handbook on Drug Abuse, Washington, D.C.: National Institute of Drug Abuse, 1979.

McGinley, Helen. People, Lexington, Mass: Ginn and Company, 1980.

Audio Visuals:

Competency Skills: How To Write A Resume. (record and filmstrip) White Plains, New York: The Center for Humanities, Inc., 1979.

Release, Odeon Films, Inc., 1619 Broadway, New York 10019.

Your First Week on the Job. (record and filmstrip), White Plains, New York: The Center for Humanities, Inc., 1979.

APPENDICES

MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

Appendix A

Pretest

Directions: Match the social agencies in column "A" with the services in column "B". Some answers may be used more than once.

Column A	Column B
_____ Salvation Army	1. Counsels family and friends of alcoholics
_____ Criminal Justice Council	2. On the job training
_____ Young Mens' Christian Association	3. Emergency housing and clothing to those in need
_____ United Way	4. Day care for women in need
_____ Catholic Community Services, Inc.	5. Will relocate you to another state
_____ Al-Anon/Alateen	6. Fund raising organization that provides 69 community services
_____ Young Womens' Christian Association	7. Provides low income housing according to your means
_____ Department of Welfare	8. Aid to dependent children
_____ Health and Rehabilitative Services	9. Provides physical fitness for men
	10. Coordinates services for ex-offenders

MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

Appendix B

Information Sheet: Making The Transition

Being incarcerated is a frustrating experience to most individuals regardless of the length of stay. But it does not have to cut you off from the real world or keep you from deciding to make your plans for re-entry. In fact, bridging your life from incarceration to return to the community should be your main goal. In order to attain this goal you will need assistance, educationally and financially.

Many public and private agencies exist today to assist you in making this transition successfully. However, the right channels have to be used and planning is essential.

Beside the agencies listed here, there are other steps you can take to help your transition to move smoothly. For instance, contact your old employer, start reading the want ads and talk to your family and friends. You could go to a Vocational Technical school for preparation that has a job placement office (which offers fee waivers for courses) and check state employment offices.

Social agencies, including employment agencies are only a means to and end. Only temporary assistance can be provided,the problem and the solution is within you.

Work and your positive attitude toward work, known as work ethic, is the key to your success. Why work? For numerous reasons a person should have a job. The most basic of course is for money. Money is needed to feed cloth and house oneself, to pay bills and to live independently of your family and friends. In addition, work helps one to achieve goals, whether it is to furthering your education, buy a car or save for a house. Most importantly, work gives one a sense of accomplishment, produces positive self-esteem and contributes to the good of society in general, which is the responsibility of all adults.

Using your time wisely while being incarcerated may give you the opportunity you need to assess where you are going in life and how to get there more smoothly and successfully. So start your plan today!

MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

Appendix C

Information Sheet: Agencies and Services Provided

AGENCY	TYPE	ELIGIBILITY	REFERRAL	AGENCY FUNCTION	QUALIFICATION OR FEE
Al-Anon/Alateen	Private	°Individuals or families and friends of alcoholics	°Direct contact °Social agencies	°Alateen (teenagers sector) °Counsels family and friends of friends of alcoholic persons °Meets everyday °Group counseling	°None
Catholic Community Services, Inc.	Private	°No discrimination °Anyone in need	°Direct contact °Clergy °Guidance counselers	°Family counseling °Temporary shelters (2-3 days stay) for needy men and women.	°Depends on family income. °None
Criminal Justice Council	County	°Ex-offenders	°Probation, parole officer °Direct contact by ex-offender	°Coordinating services for offenders °Vocational school training °Job placement	°None
Health and Rehabilitative Services (HRS)	State	°Physically mentally handicapped °Motivated persons - willing to work °Ex-offender if it can be determined that a person-disorder cause of incarceration	°Probation and parole officer °Direct contact	°Vocational Rehabilitation °On the job training at minimum wage °Medical evaluation °Assessment of skills	°None
Salvation Army	Private	°No discrimination °Anyone in need	°Walk in direct contact °Call social service office	°Male and female emergency housing with meals, maximum 3 nights stay	°Males pay after first night females no fee

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Appendix C

Information Sheet: Agencies and Services Provided (Continued)

AGENCY	TYPE	ELIGIBILITY	REFERRAL	AGENCY FUNCTION	QUALIFICATION OR FEE
United Way	Private	°No discrimination	°Direct contact call information and referral	°Sixty-nine division to assist °i.e. Family and Children Services	°Sliding scale based on family income, or no fee depends on the agency.
Welfare	State County	°Anyone in need	°Case worker °Direct contact	°Aid to dependent children (HRS) °Emergency housing	°None °According to income
*YMCA Young Mens Christian Association	Private	°No discrimination	°Walk-in	°Physical fitness programs	°Yes
*YWCA Young Women Christian Association	Private	°No discrimination	°Walk-in	°Physical fitness programs °Day care for women in need	°Yes °According to your income

*YMCA/YWCA - are not related agencies, the only thing they have in common is name.

MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

Appendix D

Worksheet: Assessing My Needs

Directions: Read through the list at the left and re-arrange it according to your greatest needs. If you have other needs not mentioned list them.

Needs	My Greatest Needs Are:
Money	_____
Clothing	_____
Housing	_____
Transportation	_____
Job	_____
Child Care	_____
Communicate better	_____
Develop responsible behavior	_____
Improve my existing skills	_____
Enroll in or complete my college program	_____
Improve my general attitude	_____
Become economically and emotionally independent	_____
Choose my friends more wisely	_____
Discipline myself	_____
	Additional needs: _____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____

MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

Appendix E

Worksheet: My Plan

Directions: Read the statements. Fill in blanks to the best of your knowledge.

1. My release date is scheduled for _____.
2. I plan to stay with _____ or move back home at _____.
3. The city and State I want to relocate in, if any _____.
4. I need assistance in getting a job. I want to work as _____.
5. My general health is _____.
6. I do (don't) have work restrictions (i.e. bad back) _____ _____.
7. I am a member of (church, club, group) _____ where I could get help with resettling.
8. I plan to go back to (college, vocational school, old job) _____ _____.
9. I plan to have my children taken care of by _____ while I am working.
10. I plan to save $_____ while I am incarcerated.
11. I plan to take advantage of (name courses) _____ - _____ being offered in this institution.
12. I plan to contact one of the community services I've read about in this module.
    Name of agency _____
    Why? _____
13. My goal in the next 1-3 years is to _____
    _____
    _____
14. My major goal in the next 1-10 years is to _____
    _____
    _____
    _____

MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

Appendix F

Post Test

Directions: Match the social agencies in column "A" with the services in column "B". Some answers may be used more than once.

Column A	Column B
_____ Salvation Army	1. Counsels family and friends of alcoholics
_____ Criminal Justice Council	2. On the job training
_____ Young Mens' Christian Association	3. Emergency housing and clothing to those in need
_____ United Way	4. Day care for women in need
_____ Catholic Community Services, Inc.	5. Will relocate you to another State
_____ Young Womens' Christian Association	6. Fund raising organization that provides 69 community services
_____ Department of Welfare	7. Provides low income housing according to your means
_____ Health and Rehabilitative Services	8. Aid to dependent children
	9. Provides physical fitness for men
	10. Coordinates services for ex-offenders

MODULE: BUILDING BRIDGES BETWEEN INCARCERATION AND RETURN TO THE COMMUNITY

Appendix G

Answer Key To Pretest And Post Test

3 Salvation Army

10 Criminal Justice Council

9 Young Mens' Christian Association

6 United Way

3 Catholic Community Services, Inc.

1 Al-Anon/Alateen

4 Young Womens' Christian Association

7 Department of Welfare

2 Health and Rehabilitative Services

THE SERIES

The Modules in the Social Education Series are:

AREA: PERSONAL DEVELOPMENT AND CARE

- Module: Building a Self Concept
- Module: Daily Body Care
- Module: Projecting My Best Image
- Module: Goal Setting
- Module: Building Bridges Between Incarceration and Return to the Community

AREA: FAMILY LIFE AND RELATIONSHIPS

- Module: Communicating With Children
- Module: Disciplining Children

AREA: CONSUMER AND MONEY MANAGEMENT

- Module: Making Decisions
- Module: Planning Your Budget
- Module: Planning for Savings
- Module: Methods of Saving Money

FLORIDA INTERNATIONAL UNIVERSITY

HOME ECONOMICS EDUCATION

FLORIDA STATE DEPARTMENT OF EDUCATION

PROJECT DOE #2-3E31

MODULES FOR YOUTH AND ADULTS

MODULE: COMMUNICATING WITH CHILDREN

Area: Family Life and Relationships

Major Topic: Getting Along with Children

MODULE: COMMUNICATING WITH CHILDREN

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MODULE: COMMUNICATING WITH CHILDREN

Introduction and Instructions

Communication is probably one of the most talked about subjects of our times.

This module was developed to help you talk to your children in more positive and meaningful ways. It will help you express yourself positively to your child and minimize communicating blame, ridicule or other negative feelings.

Using effective techniques of communication when your child is young will help to develop a happier, well balanced individual who will be more likely to communicate well with you as well as with others.

You will find that beginning your activities by taking the Pretest will make you aware of your present communications understandings and skills. After you have completed the activities you will be interested in taking the Post Test to see what understandings and skills you have gained.

The list of Student Resources, in addition to the Resource column in the module, includes books, pamphlets and audio-visuals which may be available in your institution.

MODULE: COMMUNICATING WITH CHILDREN

Terms You Need to Know

Communication - what we express to one another and how we do it

Door-openers - positive words and phrases used to invite better and more communication, i.e., ...tell me about it... ...go on, that's interesting..., etc.

Empathize - be sensitive to another adult's or a child's situation, feelings, and concerns.

Interpersonal communication - face-to-face exchange between children, children and adults, and adults with adults.

Non-verbal communication - getting a message across without words, i.e., smile, nod of the head, pat on the arm.

Verbal communication - getting a message across with words, i.e., "You are helpful", "You look nice".

MODULE: COMMUNICATING WITH CHILDREN

Objectives	Activities	Resources
You will be able to:		
° Define the meaning of communications. ° Identify positive communication techniques. ° Use both verbal and non-verbal positive ways of communicating with children. ° Personally practice positive verbal and non-verbal communication skills.	Take the Pretest to see how much you already know about communicating with children.	See Appendix A, p. 6 Pretest
	Read the Information Sheet, providing facts about positive and negative ways of communicating with children. On this sheet, describe why you chose Parent A's or Parent B's response. Tell how you would communicate with Raymond in the given situation.	See Appendix B, p. 7 Information Sheet: Positive and Negative Communication
	Read the Information Sheet: Some Guides for Talking with Children. Talk to others and see what you can add to this list.	See Appendix C, p. 8 Information Sheet: Some Guides for Talking with Children
	Use the Worksheet: Positive Communication to see how well you can change negative statements, commonly used with children, to positive ones.	See Appendix D, p. 9 Worksheet: Positive Communication
	Read the Information Sheet on listening skills. Study examples of passive and active listening. Compare the differences	See Appendix E, p. 10 Information Sheet: Listening Skills
	Complete the Worksheet: How Do We Listen? Indicate ways in which you would show children that you are interested in listening to them in the listed situations.	See Appendix F, p.11 Worksheet: How Do We Listen?
	Take the Post Test to see how much you have learned about communicating with children.	See Appendix G, p.12 Post Test
		See Appendix H, p.13 Answer Key to Pretest and Post Test

MODULE: COMMUNICATING WITH CHILDREN

Student Resources

Books & Pamphlets:

Florida Cooperative Extension Service. Winning Ways to Talk with Young Children. Gainesville, Florida: University of Florida, Institute of Food and Agricultural Sciences.

Ginott, Haim. Between Parent and Child. New York: MacMillan & Company, 1965.

Gordon, Thomas. Parent Effectiveness Training. New York: Wyden Press, 1970.

Hildebrand, Verna. Parenting and Teaching Young Children. New York: McGraw-Hill Book Company, 1981.

Hugh, Allred G. How To Strengthen Your Marriage and Your Family. Provo, Utah: Brigham Young University Press, 1979.

Hurlock, Elizabeth B. Child Growth and Development, Fifth Edition. New York: McGraw-Hill, Inc., 1978.

Audio-visuals:

Dinkmeyer, Don and Gary D. McKay. Systematic Training for Effective Parenting. Circle Pines, Minnesota: American Guidance Service, Inc., 1976. (Handbook and cassettes).

The Growing Years in Sight and Sound. (vidio cassette). Edison, New Jersey: Childcraft Education Corporation.

APPENDICES

MODULE: COMMUNICATING WITH CHILDREN

Appendix A

Pretest

Directions: In the space provided mark the following T (true) and F (false).

_____1. Blaming, scolding and ridicule are communication barriers.

_____2. Door-openers are positive words and phrases used to invite better communication.

_____3. Poor communication leads to feelings of worthlessness.

_____4. Adults usually have difficulty communicating to children when feelings are involved.

_____5. It is better to tell your child to do something rather than ask.

_____6. You communicate with looks and actions as well as with words.

_____7. Always tell a child what not to do, rather than what to do.

_____8. Give your child several orders at one time.

_____9. You should ask your child to repeat, when you don't understand what he/she means.

____10. Seldom use polite phrases with children when making requests.

MODULE: COMMUNICATING WITH CHILDREN

Appendix B

Information Sheet: Positive and Negative Communication

Talking with people involves the exchange of ideas and feelings. Communication is actually what is said and how it is said. We communicate also with facial expressions. A smile or a frown can speak as clearly as words. Most people communicate satisfactorily with children when simple directions are being given but communication related to situations that involve strong emotions or feelings is usually more difficult. Positive or negative communication can lead to desirable and undesirable behaviors and attitudes between children and adults. Some of these are:

Positive Attitudes & Behavior	Negative Attitudes & Behavior
· warm relationships	· constant arguments and conflicts
· cooperation	· poor self-concept
· good self-concept	· lack of respect for adults

Communicating Acceptance:

When you show that you accept a child, it makes it easier to communicate. The child who feels accepted will tend to share feelings and problems with parents or other adults. When adults threaten, command, preach or lecture children, they often feel they do not amount to anything, are considered "bad", are not loved and cannot do anything "right".

Accepting a child does not always mean that the child's behavior is accepted at all times. The following are examples of two parents' responses to a child. Which do you think encourages positive communications?

Situation: Raymond, who is 5 years old, says, "I'm afraid to sleep alone in the dark."

Parent A: "You're acting like an infant and should be ashamed of yourself because there's nothing to be frightened about!"

Parent B: "I know you're frightened so I'll turn on the night light and leave the door open."

1. Describe why you chose Parent A or B._____

_____

2. How would you communicate with Raymond? _____

_____

_____

Appendix C

Information Sheet: Some Guides for Talking with Children

See what you can add to the following list as guidelines or tips you can use in talking with children.

1. Use more Do's than Don'ts.
2. Talk with, not at children.
3. Use "I" instead of "you" messages to encourage child responsibility, i.e., "I need help in picking up your games now." Instead of: "You always make a mess when you play."
4. Make requests simple and direct to avoid confusion.
5. Be sure to get the child's attention before speaking. Usually, children can concentrate on only one thing at a time.
6. Make important requests seriously and firmly and give reasons for the task to be done at a certain time.
7. Communicate at eye level whenever possible to bridge the gap between the difference in the heights of young children and adults.
8. Use common courtesies with children. It is important to remember that they imitate others' behavior and talk. You can attain good results by consistently saying "please", "thank you", and "You're welcome".
9. Do not scold or interrupt children when they are telling you stories about their activities. To encourage communications use another time for disciplinary measures.
10. Use encouraging words to build up a child's confidence in doing tasks such as: picking up toys, hanging up a jacket, and clearing dishes from the table.

MODULE: COMMUNICATING WITH CHILDREN

Appendix D

Worksheet: Positive Communication

Directions: Change the following negative statements to positive communications to a young child.

___ 1. "Don't climb on that chair!" _____

_____

___ 2. "Don't eat on the sofa." _____

_____

___ 3. "Don't put your dirty hands on the wall." _____

_____

_____

___ 4. "Don't leave your toys on the stairs." _____

_____

___ 5. "Stop dropping that glass." _____

_____

___ 6. "Stop spilling your orange juice." _____

_____

___ 7. "Don't leave the door open." _____

_____

___ 8. "Don't let the dog in." _____

_____

___ 9. "Don't leave the refrigerator door open." _____

_____

_____

___10. "Don't touch the stove." _____

_____

MODULE: COMMUNICATING WITH CHILDREN

Appendix E

Information Sheet: Listening Skills

Communication is made up of two vital activities. Those are listening and speaking and one is equally as important as the other.

There are two types of listening that one uses interchangeably - passive listening and active listening.

Passive listening is a non-verbal message which is used to make a person feel accepted. An example of this would be silence while a child is relating an experience from school that (s)he only wants you to listen to.

Active listening is verbally responding to a person's verbal communication. Parents must talk with their child(ren) and the child(ren) need to talk with the parents, if they are to have an intimate, vital relationship.

Active listening helps children become less afraid of negative feelings; promotes a relationship of warmth between parent and child, aids the child in developing problem solving skills; influences the child to be more willing to listen to the parents' thoughts and ideas; helps the child to start thinking for themselves.

Some practical techniques parents can use when communicating with children are:

Listen to the child and talk with him/her

Stoop or kneel so that you could have eye to eye contact.
Concentrate on the child's words.
Show him you are interested.
Listen attentively and without pre-conceived opinion in order to understand.
Avoid long, unnecessary lectures.
Talk about things interesting to the child.
Stimulate his thinking with new ideas.
Enjoy and appreciate conversations with young children.
Praise and encourage children to make suggestions.
Recognize that good communication is the key to getting along.

Send and receive clear messages

Be sure child understands requests - define the situation.
Give valid reasons.
Requests should be reasonable, clear and simple.
Too many commands causes a child to hesitate rather than respond.
Gestural language often conveys more clues than verbal language.
You may need to let a child know you understand his feelings by defining them for him.
A child appreciates sincerity - be honest in your praise of him and his accomplishments.
Use a quiet, confident tone of voice.

Appendix F

Worksheet: How Do We Listen?

Place a P next to the following statements which represent passive listening and an A next to the statements which represent active listening.

1. _____ "Say that again. I want to be sure I understand you."
2. _____ Sitting down with a child at a table while you are talking.
3. _____ Looking at a child when he/she is talking to you.
4. _____ "That's exciting!"

In the following situations, discuss how you could show children that you are interested in listening to them.

1. A child is describing a special television program which they want to stay up later than their bedtime to see.

2. A child is at the door wanting your child to come outside. You are on the telephone.

3. A child calls you at work from a phone at school. He/she is very upset but your boss is in your office for a conference.

4. A child comes in very excited about an activity at school.

MODULE: COMMUNICATING WITH CHILDREN

Appendix G

Post Test

Directions: In the space provided mark the following T (true) and F (false).

_____1. Blaming, scolding and ridicule are communication barriers.

_____2. Door-openers are positive words and phrases used to invite better communication.

_____3. Poor communication leads to feelings of worthlessness.

_____4. Adults usually have difficulty communicating to children when feelings are involved.

_____5. It is better to tell your child to do something rather than ask.

_____6. You communicate with looks and actions as well as with words.

_____7. Always tell a child what not to do, rather than what to do.

_____8. Give your child several orders at one time.

_____9. You should ask your child to repeat, when you don't understand what he/she means.

____10. Seldom use polite phrases with children when making requests.

MODULE: COMMUNICATING WITH CHILDREN

Appendix H

Answer Key to Pretest and Post Test

1. T
2. T
3. T
4. T
5. F
6. T
7. F
8. F
9. T
10. F

THE SERIES

The Modules in the Social Education Series are:

AREA: PERSONAL DEVELOPMENT AND CARE

- Module: Building a Self Concept
- Module: Daily Body Care
- Module: Projecting My Best Image
- Module: Goal Setting
- Module: Building Bridges Between Incarceration and Return to the Community

AREA: FAMILY LIFE AND RELATIONSHIPS

- Module: Communicating With Children
- Module: Disciplining Children

AREA: CONSUMER AND MONEY MANAGEMENT

- Module: Making Decisions
- Module: Planning Your Budget
- Module: Planning for Savings
- Module: Methods of Saving Money

FLORIDA INTERNATIONAL UNIVERSITY

HOME ECONOMICS EDUCATION

FLORIDA STATE DEPARTMENT OF EDUCATION

PROJECT #2 - 3E31

CORRECTIONAL EDUCATION MODULES FOR YOUTH AND ADULTS

MODULE: DISCIPLINING CHILDREN

AREA: Family Life and Relationships

MAJOR TOPIC: Getting Along With Children

MODULE: DISCIPLINING CHILDREN

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MODULE: DISCIPLINING CHILDREN

Introduction and Instructions

This module has been written to assist you in becoming better informed about discipline as it relates to child development. Parental atittudes and knowledge concerning reasons for using discipline in different situations with children can make a great difference in how children grow up, their outlook on life, and attitudes they maintain as adults.

As you look at the activities in this module, relate them to your own experiences with children.

The list of Student Resources in addition to the Resource column in the module, include books, pamphlets and audio visuals which may be available in your institution.

MODULE: DISCIPLINING CHILDREN

Terms You Need To Know

Authoritarian discipline - is based on rule by authority

Behavior - good or bad reactions by one under specific circumstances

Democratic discipline - provides a balance between fair rules and freedom of choice

Discipline - training that is expected to produce a specified character or pattern of behavior

Education - teaching children what they should or should not do

Permissive discipline - is free of all authority and rules

Praise - warm expression of approval for a person's accomplishments

Punishment - measures used to show disapproval of behavior

Reward - praise, approval or special treats given when individuals do what is expected of them or more

Rules - established standards of conduct

MODULE: DISCIPLINING CHILDREN

Objectives	Activities	Resources
You will be able to:		
° Identify various kinds of discipline.	Take Pretest and see how much you know about disciplining children.	See Appendix A p. 6 Pretest
° List ways of using education, reward, and punishment as elements of discipline.	Read Information Sheet; to find out the types of discipline and how education, reward, and punishment differs for each type. Consider the type of discipline you have used with children. How would you change?	See Appendix B p. 7 Information Sheet: Types of Discipline as They Relate to Education, Reward and Punishment
° Describe differences in choices of discipline used for various age groups.	Read Information Sheet; to find out differences in strategies of discipline needed for different age levels. Consider appropriate disciplinary measures for children you know.	See Appendix C p. 8 Information Sheet: Examples of Discipline for Different Age Levels
° Explain how parental attitudes and understanding of child development relate to the disciplinary methods they use.	Read Worksheet and refer to other Information Sheets: Describe what you would do in each situation.	See Appendix D p. 10 Worksheet: Parental Attitudes Toward Discipline

MODULE: DISCIPLINING CHILDREN

Student Resources

Books and Pamphlets:

Brisbane, Holly. The Developing Child, Peoria, Illinois: Charles A. Bennett, 1980.

Draper, Mary Wanda, Henry Draper. Caring For Children (Student Guide), Peoria, Illinois: Charles A. Bennett, 1976.

Dinkmeyer, Don, Gary D. McKay. Parenting Handbook, Circle Pines Minnesota: American Guidance Service, Inc. 1976.

Mack, Jeanne. Early Childhood Development and Education, Albany, New York: Delmar Publishers, 1975.

McGinley, Helen, People, Lexington, Mass.: Ginn and Company.

Hurlock, Elizabeth. Child Growth and Development, New York: McGraw-Hill, 1978.

Audio Visual:

Crossroads, (filmstrip and records). Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1975.

The Growing Years in Sight and Sound, (video-cassettes) Edison, New Jersey: Childcraft.

APPENDICES

MODULE: DISCIPLINING CHILDREN

Appendix A

Pretest

Directions: The following are Multiple Choices. Read the following and circle the appropriate answer(s).

1. Rules are:

   a. method of punishment.
   b. guidelines for children.
   c. made to be broken.
   d. help establish harmony in the home.

2. Good discipline is a result of:

   a. corporal punishment.
   b. established rules and consistency.
   c. being a good example to your children.
   d. catching the child in the act.

3. Parents often undermind one anothers position and cause inconsistency when:

   a. the one or other parent gives in to a childs request.
   b. they worry if the child will like them.
   c. try to protect the child from disappointments.
   d. they are firm and decisive.

4. When children feel secure they:

   a. behave in an acceptable manner.
   b. respect parents.
   c. tell their parents what to do.
   d. establish the rules in the house.

5. Discipline is best described in one word:

   a. punishment
   b. training
   c. self-esteem
   d. hatred

MODULE: DISCIPLINING CHILDREN

Appendix B

Information Sheet: Types of Discipline As They Relate To Education, Reward and Punishment

The long range goal of parental discipline is to help children develop self-discipline and eventually be able to have standards for responsible conduct and determine what is right and wrong.

The type of discipline used depends upon the individual parent and child. The characteristics of the child's age level and personality will, determine choice of methods of discipline.

Type of Discipline: AUTHORITARIAN

Elements: (1) Education - Little if any explanations are provided, children are expected to follow rules without question.

(2) Reward - Because of fear of spanking children, little if any kind of reward is given.

(3) Punishment - Whatever the misbehavior is, the child is always punished physically.

Type of Discipline: PERMISSIVE

Elements: (1) Education - Little guidance is provided and few, if any, rules are expressed to the child.

(2) Reward - Adults expect children to be rewarded by social approval of their good behavior.

(3) Punishment - Children learn only by their own mistakes.

Type of Discipline: DEMOCRATIC

Elements: (1) Education - Emphasize knowing rules and the reason for following them.

(2) Reward - Praise is used as reinforcement for good behavior.

(3) Punishment - Used only for deliberate misbehavior. Children are given the opportunity to explain their behavior. Physical punishment is seldom used. However, punishment is appropriate to the behavior.

MODULE: DISCIPLINING CHILDREN

Appendix C

Information Sheet: Examples of Discipline

for Different Age Levels

Age Group	Discipline Strategies
°Eight to Twelve Months	Distract the child from what is being done. Example: Baby is chewing on his shoe. Strategy: Attract his attention with a suitable toy.
°Twelve to Fifteen Months	Physical removal as well as distraction is necessary. Example: Child is playing near the street. Strategy: Pick up the child and say "let's go into the house" and find book about The Three Little Pigs.
°Fifteen to Twenty-Four Months	Spoken restrictions, physical removal and distraction are necessary. Example: Child is playing behind a visitor's car. Strategy: Tell the child to take her toys to the backyard until the car is taken out of the driveway and that she can return to that area to play later.
°Two to Three Years	Explanations and spoken commands are understood at this age. Patient explanations are necessary and get better results than sharp commands. Example: Child is beating a drum. Strategy: Instead of commanding the child to stop beating the drum, explain patiently that the father is sleeping and the noise will wake him. Suggest another game.

MODULE: DISCIPLINING CHILDREN

Continuation of

Information Sheet: Examples of Discipline

for Different Age Levels

Age Group	Discipline Strategies
°Three to Four Years	This age group takes reasonable and loving discipline. They want to please parents. Appealing to a childs' pride in acting more grown up gets positive results. Example: Child is taking the tricycle out and walking toward the curb. Strategy: Tell the child, "I know you will ride your tricycle in front of the house where it is safe because you are so grown up."

MODULE: DISCIPLINING CHILDREN

Appendix D

Worksheet: Parental Attitudes Toward Discipline

Frequently, parents attitudes toward discipline are greatly influenced by what they think their children should be rather than where they are in their stage of development. Parents sometimes expect adult behavior from children and mistake some expected children's behavior to be misbehavior. Children need time and patient assistance in learning appropriate social behaviors. They also are imitative and need good models for desirable actions.

Directions: Read the following situations and describe briefly what you would do as a parent or a person who was taking care of the child.

Situation A

A two year old is playing with items from under the kitchen sink that may be poisonous.

What would you do?

Situation B

A three year old is marking the walls with crayons.

What would you do?

Situation C

A four year old is pulling his wagon in the middle of the road.

What would you do?

MODULE: DISCIPLINING CHILDREN

Appendix E

Post Test

Directions: The following are Multiple Choices. Read the following and circle the appropriate answer(s).

1. Rules are:

   a. method of punishment.
   b. guidelines for children.
   c. made to be broken.
   d. help establish harmony in the home.

2. Good discipline is a result of:

   a. corporal punishment.
   b. established rules and consistency.
   c. being a good example to your children.
   d. catching the child in the act.

3. Parents often undermind one anothers position and cause inconsistency when:

   a. the one or other parent gives in to a childs request.
   b. they worry if the child will like them.
   c. try to protect the child from disappointments.
   d. they are firm and decisive.

4. When children feel secure they:

   a. behave in an acceptable manner.
   b. respect parents.
   c. tell their parents what to do.
   d. establish the rules in the house.

5. Discipline is best described in one word:

   a. punishment.
   b. training.
   c. self-esteem.
   d. hatred.

MODULE: DISCIPLINING CHILDREN

Appendix F

Answer Key to Pretest and Post Test

1. b, d

2. b, c

3. a, b, c

4. a, b

5. b

THE SERIES

The Modules in the Social Education Series are:

AREA: PERSONAL DEVELOPMENT AND CARE

- Module: Building a Self Concept
- Module: Daily Body Care
- Module: Projecting My Best Image
- Module: Goal Setting
- Module: Building Bridges Between Incarceration and Return to the Community

AREA: FAMILY LIFE AND RELATIONSHIPS

- Module: Communicating With Children
- Module: Disciplining Children

AREA: CONSUMER AND MONEY MANAGEMENT

- Module: Making Decisions
- Module: Planning Your Budget
- Module: Planning for Savings
- Module: Methods of Saving Money

FLORIDA INTERNATIONAL UNIVERSITY

HOME ECONOMICS EDUCATION

FLORIDA STATE DEPARTMENT OF EDUCATION

PROJECT #2 - 3E31

CORRECTIONAL EDUCATION MODULES FOR YOUTH AND ADULTS

MODULE: MAKING DECISIONS

AREA: Consumer And Money Management

MAJOR TOPIC: Planning To Live Within My Income

MODULE: MAKING DECISIONS

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MODULE: MAKING DECISIONS

Introduction and Instructions

The purpose of this module is to assist you in building skills in decision-making. Although priorities of individuals and families differ it is possible to use a systematic step-by-step approach to make and evaluate decisions in different situations.

Some decisions are made by yourself and others need to be made with friends, family members or others in your life. Even when decisions are made cooperatively you can still consider the steps suggested in this module.

As you use the provided worksheets and information sheets you will be encouraged to apply these ideas to your personal situation.

The list of Student Resources in addition to the Resource column in the module include books, pamphlets and audio visuals which may be available in your institution.

MODULE: MAKING DECISIONS

Terms You Need To Know

Decision making - exploring alternatives to a specific concern; deciding upon one alternative and judging the outcome of its use

Analyze - to examine

Priorities - a person, place or thing taking over in order of emergency or importance

Procrastinate - postpone; put-off

MODULE: MAKING DECISIONS

Objectives	Activities	Resources
You will able to:		
° Determine what you already know about decision making.	Complete the Pretest on making a decision.	See Appendix A p.6 Pretest
° Use procedures for making decisions.	Read Guidelines for Decision Making to find out steps and approaches.	See Appendix B p.7 Guidelines for Decision Making
° Analyze alternatives for making decisions.	Read the Decision Making Worksheet and complete it, showing reasons for decisions you have made and you will make.	See Appendix C p.8 Decision Making Worksheet
° Examine personal and family situations needing decisions. ° Determine what you learned about decision making skills.	Take the Post Test and see how you have improved your decision making skills.	See Appendix D p.9 Post Test

MODULE: MAKING DECISIONS

Student Resources

Books and Pamphlets:

Blinn, Lynn. Making Decisions, Albany, New York: Delmar Publishers, 1980.

McVey and Associates, Inc. Budget. Chicago, Illinois: Follett Publishing Company, 1977.

Consumer Decisions. (Student Manual) Tallahassee, Florida: State of Florida, Department of Education, September 1978.

Audio Visuals:

Income and Expenses. Carson, California: Lakeshore Lifeskills (XR22) Curriculum Materials Co. (duplicating masters and cassette).

Consumer Education, Budgeting Series. Kalamazoo, Michigan: Interpretive Education, I.E. Products, Inc. (filmstrip and cassette).

Paolucci, Betrice; Faiola, Theodora & Thompson, Patricia. Personal Prospectives: A Guide to Decision Making. New York: Webster Division, McGraw-Hill, 1973. (filmstrip and cassette).

APPENDICES

MODULE: MAKING DECISIONS

Appendix A

Pretest

Directions: Write the letter for the best possible answer on the line provided next to the number.

____ 1. A decision involves:

a. choices
b. not being on time
c. being late

____ 2. Once I make a decision:

a. it doesn't matter whether I use it or not
b. I should live with my choice
c. the end result doesn't matter at all

____ 3. If I procrastinate in making a decision:

a. it makes me feel better because I don't have to deal with it at the present moment
b. I might make the problem worse
c. the problem is solved

____ 4. Priorities are the same as:

a. examples
b. postponement
c. values

____ 5. To procrastinate means to:

a. delay needlessly
b. take care of immediately
c. follow through

MODULE: MAKING DECISIONS

Appendix B

Guidelines for Making Decisions

As you sit and wonder why there is never enough money to pay all of your bills, you start blaming yourself for the opportunities that came up in life and you've let them pass you by. "Well," you say to yourself, "blaming isn't going to help me so I may as well start deciding what to do right now."

Where do you start deciding and how do you go about it? It is best to start by analyzing your money situation. A few questions you could ask yourself are:

1. Am I earning enough money for my particular life-style or am I spending more than I make?
2. Am I spending money foolishly?
3. Is there any way I can earn a little extra money?

Decision making involves a step-by-step approach. Here are a few steps for you to follow.

1. What are you trying to decide?
2. Are there any alternatives for you?
3. Weigh your alternatives. (Think them out.)
4. Select one of them.
5. Accept your selection
6. Carry-out your decision.
7. Evaluate and revise any decisions made, if possible.

Once you start asking yourself the right questions, it will be easier to make decisions on your financial status.

MODULE: MAKING DECISIONS

Appendix C

Decision Making Worksheet

How well can you analyze reasons for the decisions you have made in past, or those which you will need to make in the future?

Place a check to the left of those decisions which you may have made or expect to make in the near future:

_____ 1. I will choose to attend classes to prepare me for a job.

_____ 2. I will, if I have an opportunity, go to a half-way house.

_____ 3. I will do part-time work while I am incarcerated.

_____ 4. I will use the savings plan at the correctional institution.

_____ 5. I will send money I earn to help support my child.

Add other decisions appropriate for you.

_____ 6.

_____ 7.

Select three decisions from those which are listed, including your own additions and fill out the following.

Example: I made a decision to buy a car
because my old car was costing me too much for repairs.

1. I made a decision to: _____

because: _____.

2. I made a decision to: _____

because _____.

3. I made a decision to: _____

because _____.

MODULE: MAKING DECISIONS

Appendix D

Post Test

Directions: Write the letter for the best possible answer on the line provided next to the number.

_____ 1. A decision involves:

a. choices
b. not being on time
c. being late

_____ 2. Once I make a decision:

a. it doesn't matter whether I use it or not
b. I should live with my choice
c. the end result doesn't matter at all

_____ 3. If I procrastinate in making a decision:

a. it makes me feel better because I don't have to deal with it at the present moment
b. I might make the problem worse
c. the problem is solved

_____ 4. Priorities are the same as:

a. examples
b. postponement
c. values

_____ 5. To procrastinate means to:

a. delay needlessly
b. take care of immediately
c. follow through

MODULE: MAKING DECISIONS

Appendix E

Answer Key to Pretest and Post Test

1. A
2. B
3. B
4. C
5. A

THE SERIES

The Modules in the Social Education Series are:

AREA: PERSONAL DEVELOPMENT AND CARE

- Module: Building a Self Concept
- Module: Daily Body Care
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- Module: Goal Setting
- Module: Building Bridges Between Incarceration and Return to the Community

AREA: FAMILY LIFE AND RELATIONSHIPS

- Module: Communicating With Children
- Module: Disciplining Children

AREA: CONSUMER AND MONEY MANAGEMENT

- Module: Making Decisions
- Module: Planning Your Budget
- Module: Planning for Savings
- Module: Methods of Saving Money

FLORIDA INTERNATIONAL UNIVERSITY

HOME ECONOMICS EDUCATION

FLORIDA STATE DEPARTMENT OF EDUCATION

PROJECT #2 - 3E31

CORRECTIONAL EDUCATION MODULES FOR YOUTH AND ADULTS

MODULE: PLANNING YOUR BUDGET

AREA: Consumer and Money Management

MAJOR TOPIC: Planning To Live Within Your Income

MODULE: PLANNING YOUR BUDGET

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MODULE: PLANNING YOUR BUDGET

Introduction and Instructions

This module has been written to enable you to become aware of the purpose and need of a well planned budget. It will also help you to learn the appropriate terminology pertaining to budgeting.

As you work on the activities, relate them to your present and future individual and family needs.

You will find that beginning your activities by taking the pretest, will make you aware of what you presently know or do not know about budgeting. You will enjoy taking the post test after you have completed the activities to see how much you have learned. Each appendix referred to under the Resources column is an important part of this module.

The list of Student Resources in addition to the Resource column in the module, include books, pamphlets and audio visuals which may be available in your institution.

MODULE: PLANNING YOUR BUDGET

Terms You Need To Know

Budget - a plan for spending your money

Fixed Expenses - Espenses, such as rent, gas, electricity and telephone payments that must be paid at specific periods

Flexible Expenses - expenses that are flexible from month to month or year to year and allow a person some control over the amount spent. For example: food, clothing, recreation and transportation

Gross Income - all income, in the form of money, property and services, after tax and deductions are taken out

Revise - to change or modify

MODULE: PLANNING YOUR BUDGET

Objectives	Activities	Resources
You will be able to:		
° Determine what you already know about budgeting.	Read Terms You Need To Know on page 2.	See Appendix A. p.6 Pretest
° Become aware of the need and purpose for a well planned budget.	Read the Budgeting Information Sheet to find out factors that influence making a budget and what a budget can do for you.	See Appendix B. p.7 Budgeting Information Sheet
° Organize steps in making a financial plan.	Read the Case Study and use this situation to work out a budget plan for Bill.	See Appendix C. p.8 Steps in Making a Financial Plan
° Prepare a usuable budget sheet.	Record Bill's expenses on the Budget Form, Part I. This will give the amount of money Bill is spending.	See Appendix D p.9 Case Study See Appendix E p.10 A Budget Plan: Part I
° Determine what you have learned about budgeting.	Record Bill's total fixed and flexible expenses, and net monthly income. Make necessary changes in expenditures to balance the budget.	See Appendix F p.11 A Budget Plan: Part II
	Complete the Post Test and compare the results with your Pretest score.	See Appendix G p.12 Post Test

MODULE: PLANNING YOUR BUDGET

Student Resources

Books & Pamphlets:

A Guide to Independent Living. New York: Butterick Publishing, 1975.

Education and Community Service. Money Manager. Washington, D.C.: American Council of Life Insurance.

Exploration of the Occupation of Homemaking. Tallahassee, Fla.: State of Florida, Department of State, 1977.

McDermott, Noriss and Nicholas. Homemaking for Teenagers, Book 2. Peoria, Illinois: Charles A. Bennett Co., Inc., 1962.

Money Matters. Gainesville, Fla.: Florida Cooperative Extension Service, University of Florida.

Audio Visuals:

Budgeting Series. Kalamazoo, Michigan: Interpretive Education, A Division of I.E. Products, Inc.

Consumer Education Money Management. Chicago, Ill.: Money Management Institute, Household Finance Corporation.

Money and Life Style. (filmstrip & cassette). Changing Times Educational Service. St. Paul, Minn.: EMC Publishing Co.

Money Management. (filmstrip & cassette). Changing Times Educational Service. St. Paul, Minn.: EMC Publishing Co.

Personel Finance. (filmstrip & cassette). Tallahassee, Fla.: State of Florida, Department of Education, 1979.

APPENDICES

MODULE: PLANNING YOUR BUDGET

Appendix A

Pretest

Directions: On the line provided, write the letter of the word or phrase that correctly completes each sentence.

_____1. A budget is a plan for:

a. earning a living
b. spending money
c. saving

_____2. Utilities is an example of:

a. a fixed expense
b. a flexible expense
c. an emergency

_____3. Gross income is:

a. take-home pay after taxes and other deductions
b. income before taxes and other deductions
c. money you receive from tips

_____4. It will be easier to save if you have:

a. budget goals
b. a savings account
c. no emergencies

_____5. After deducting fixed expenses from your net income, the balance will be used to pay for:

a. mortgage and utilities
b. emergencies
c. flexible expenses

_____6. A budget enables you to:

a. provide a record on which you may be able to adjust and adapt your daily living habits
b. spend money when ever you want
c. forget about goals

MODULE: PLANNING YOUR BUDGET

Appendix B

Budgeting Information Sheet

A plan for managing your money is the secret to budgeting. To some people it may seem too complicated or time consuming, but once organized and applied it will not only prevent you from over spending but also allow you to purchase those extras you want and perhaps open a savings account. A budget can be thought of as a plan to get the most for your money.

A budget may be influenced by factors such as:

1. how many members there are in a family.
2. priorities in style of living.
3. ages of family members.
4. health needs of family members.

A budget actually helps you to spend your money in a way best suited for your personal needs. The important thing is that you have a well thought out plan, especially during these times of inflation.

What a Budget Can Do For You:

1. It forces you to decide what you want most out of life.
2. It can help you to live within your income.
3. It can help you eliminate wasteful spending.
4. It can help you to achieve your long-range goals.
5. It provides an education in the management of money.
6. It provides an excellent reference for such purposes as income tax and record of past purchases.
7. Provides a record to assist you in adjusting your spending practices to meet your needs within a given income.

Appendix C

Steps In Making A Financial Plan

There is no single pattern for spending and saving that suits everyone. Incomes and expenses differ. Needs and wants must be taken into account. This means that each person must make his/her own plan. Following are some suggested steps for making a financial plan or budget.

1. Estimate your gross or total income. This includes money from such sources as net wages, loans, allowances, tips, interest, and gifts.

2. Keep a record of what you spend for at least one month before you start to work out your budget. Such a record will give you a picture of how you spend your money and you will quickly see whether or not you are spending your money wisely or foolishly.

3. Determine the amount that will be required for fixed expenses. These items include rent or mortgage paymenet, utilities, water, telephone, insurance payments, direct taxes such as property and wages and car payments.

4. Estimate cost of other necessary expenses such as food, clothing, transportation, health care and personal care.

5. The remainder of the income must cover all other items that represent a person's particular interests such as education, recreation, contributions, hobbies, gifts and savings.

6. Record your budget plan. Do not trust it to memory.

MODULE: PLANNING YOUR BUDGET

Appendix D

Case Study

Bill has recently left the Halfway House and has a full time job in an automotive repair shop. He is also planning to take a course at the local adult education center or community college to continue the training he began while completing his sentence in the correctional institution.

His beginning salary will be $280.00 weekly, based on a 40 hour work week. From the $280.00 Gross he will pay the following deductions weekly:

Income tax	$ 50.40
Social Security	$ 19.60
Health Insurance	$ 9.00
TOTAL	$ 79.00

Subtract the $79.00 deductions from $280.00 giving him $201.00 weekly Net income.

His monthly expenditures are: Rent, $175.00; utilities, $25.00; telephone, $10.00; bus fares to job, $20.00; food, $120.00; laundry and dry cleaning $15.00; personal, $50.00; doctor or dentist, $25.00 school fees, $15.00.

MODULE: PLANNING YOUR BUDGET

Appendix E

A Budget Plan - Part I

Directions: A budget sheet can make budgeting easier. Fill in the sample budget plan using the income and expenses listed in the Case Study.

Fixed Expenses	Monthly Expenses	Revised Monthly Expenses (To be completed after page 11)
Rent or Mortgage	$	$
Utilities	$	$
Water	$	$
Telephone	$	$
Insurance	$	$
Loans	$	$
Others	$	$
	TOTAL	$
Flexible Expenses		
Food	$	$
Clothing	$	$
Transportation	$	$
Health Care (Dr./Dentist/ drugs, etc.)	$	$
Personal Care (toiletries, dry cleaning, etc.)	$	$
Car Repair & Car Expenditures	$	$
Miscellaneous		
Education	$	$
Recreation	$	$
Contributions	$	$
Hobbies	$	$
Gifts & Others	$	$
Savings	$	$
	TOTAL	$

MODULE: PLANNING YOUR BUDGET

Appendix F

A Budget Plan - Part II

Directions: Now that you have made a plan for spending, make a workable budget for living within Bill's income. To do this, take the income as listed in the case study and develop a workable plan for living within a balanced budget.

Example: Net Monthly Income: $136.50 X 4 = $546.00

Actual: Net Monthly Income. _____

Item	Expenses	Revised Expenses (To be filled in after revision on page 11)
Total Fixed Expenses	$_____	$_____
Total Flexible Expenses	$_____	$_____
Miscellaneous	$_____	$_____
Net Monthly Income	$_____	$_____
Subtract Total Expenses	$_____	$_____
TOTAL	$_____	$_____

(If this amount does not work out, go back to page 10 and under Revised Monthly Expenses, make changes where you can, then record that total in column provided on this page.)

MODULE: PLANNING YOUR BUDGET

Appendix G

Post-Test

Directions: On the line provided, write the letter of the word or phrase that correctly completes each sentence.

_____1. A budget is a plan for:

a. earning a living
b. spending money
c. saving

_____2. Utilities is an example of:

a. a fixed expense
b. a flexible expense
c. an emergency

_____3. Gross income is:

a. take-home pay after taxes and other deductions
b. income before taxes and other deductions
c. money you receive from tips

_____4. It will be easier to save if you have:

a. budget goals
b. a savings account
c. no emergencies

_____5. After deducting fixed expenses from your net income, the balance will be used to pay for:

a. mortgage and utilities
b. emergencies
c. flexible expenses

_____6. A budget enables you to:

a. provide a record on which you may be able to adjust and adapt your daily living habits
b. spend money when ever you want
c. forget about goals

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The Modules in the Social Education Series are:

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- Module: Communicating With Children
- Module: Disciplining Children

AREA: CONSUMER AND MONEY MANAGEMENT

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- Module: Planning Your Budget
- Module: Planning for Savings
- Module: Methods of Saving Money

FLORIDA INTERNATIONAL UNIVERSITY

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PROJECT #2 - 3E31

CORRECTIONAL EDUCATIONAL MODULES FOR YOUTH AND ADULTS

MODULE: PLANNING FOR SAVINGS

AREA: Consumer and Money Management

MAJOR TOPIC: Saving Money

MODULE: PLANNING FOR SAVINGS

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MODULE: PLANNING FOR SAVINGS

Introductions and Instructions

This module has been written to help you learn how to plan for saving your money. Saving money is never easy, it takes discipline, planning, cooperation and hard work. The financial benefits, however, as well as the feeling of security are well worth your efforts. Achievement of the goal for which you are saving will be very satisfying.

You complete activities at your pace. All of the materials you need to complete this module are contained within it.

You will note that a list of additional resources are listed for your continued exploration of the topic: Planning for Savings. These materials may be available in your institution.

You may also wish to find out whether the institution in which you are housed has a system for personal savings.

Turn the page and look over the terms you need to know. When they are familiar to you, go on to the activities on page 5 and follow them step-by-step.

MODULE: PLANNING FOR SAVINGS

Terms You Need to Know

Budget - a plan for managing your money

Goal - something you hope to do or get in the future; things you hope to achieve

Saving - putting away money from your present income for use sometime in the future

Security - freedom from doubt, anxiety or fear; confidence

Stages of Life Cycle - the period of time of individual or family development reflecting different needs

MODULE: PLANNING FOR SAVINGS

Objectives	Activities	Resources
You will be able to:		
° Describe why saving money is important.	Take the Pretest to see how much you know about planning for savings.	See Appendix A p.6 Pretest Planning for Savings
° Identify effective ways to save money.	Read to find out more about saving your money. As you read, think about: Why is it important for you to save money? Why is it important to save money regularly?	See Appendix B p.7 Guidelines for Planning Savings
° List the reasons why people save money.	Read about the various stages of the life cycle and characteristics of people and their needs at different stages.	See Appendix C p.8 The Life Cycle and Savings
° Develop a personal savings plan which will help you achieve a goal for your future.	Select one stage of the life cycle, indicate a specific income, and make an appropriate savings plan.	See Appendix D p.9 Life Cycle Savings Worksheet
	Practice setting up a savings plan for a goal you have for your future.	See Appendix E p.10 Worksheet: Personal Savings Plan
	Take the Post Test to see how much you have learned about planning for savings.	See Appendix F p.11 Post Test
	Check your answers to the Post Test on the answer key.	See Appendix G p.12 Answer Key to Pretest and Post Test

MODULE: PLANNING FOR SAVINGS

Student Resources

Books and Pamphlets:

Bywater, Sharon. To The Point On Money Management. Syracuse, New York: New Readers Press, 1980.

Money Management Institute. Your Savings and Investment Dollar. Chicago, Ill.: Household Finance Corporation, 1979.

Warmke, Roman F., Eugene D. Wyllie and Beulah E. Sellers. Consumer Decision Making: Guides to Better Living. Cincinnati, Ohio: South-Western Publishing Co., 1972.

Audio Visuals:

Consumer Education Audio Visuals. (filmstrip & cassette).Tallahassee, Fla.: State of Florida, Department of Education.

Consumer Education Budgeting Series. (filmstrip). Kalamazoo, Michigan: Interpretive Education.

Consumer Education Money Management. (filmstrip & cassette). Chicago, Ill.: Money Management Institute, Household Finance Corporation.

Personal Finance. (filmstrip & cassette). Tallahassee, Fla.: State of Florida, Department of Education, 1979.

APPENDICES

MODULE: PLANNING FOR SAVINGS

Appendix A

Pretest

Directions: Indicate the statements which are true by placing a T in the space to the left of the statement. Mark the statements which are false by placing an F in the space provided.

____ 1. The best incentive for saving your money is to set a goal.

____ 2. The easiest way to save your money is to put away a little money any time you have some extra.

____ 3. Saving your money is difficult because it is self-denial, putting away money that you may not ever use.

____ 4. The most effective way to save money is to save early and regularly.

____ 5. Everyone making approximately the same income should save the same amount.

____ 6. Saving your money will help you reach your monetary goals as well as financial security.

MODULE: PLANNING FOR SAVINGS

Appendix B

Guidelines for Planning Savings

Putting away money from your present income for use sometime in the future is known as saving. In the module, Bugeting it was stated that every budget whould include a regular savings plan. Unless you plan your savings, you will usually end up without any.

Setting aside part of your income regularly is never easy but a great incentive to help you save is to set a goal. The purpose of savings is to help you accomplish your goals in life which require money, so, make saving fun. Look forward to the greater pleasures by giving up the unnecessary things you are presently spending money on. Some people think of saving as self-denial, putting away money that will never be used. This is not true. Saving is really delayed spending, holding onto your money now so that you can use it for more important things in the future.

In addition to helping you achieve monetary goals such as buying a car or finanacing an education, savings can also provide you with financial security. Financial security can mean different things to different people but it is usually associated with peace of mind and confidence. The most effective way to build financial security is to:

1. save early - saving works more effectively the longer you keep it.
2. save regularly - a regular savings plan gets easier as time goes by.

In the beginning, the amount you save is not always as important as how regularly you save. Even small amounts add up.

There is no established savings plan for specific incomes, therefore it is up to you, an an individual, to establish your own savings plan. Hcw much you can and should save is going to depend on your:

1. family size
2. income
3. attitude toward saving
4. needs and wants
5. level of living
6. spending habits
7. attitude toward saving
8. goals
9. will power

Although the amount you plan to save may not be the same as someone else, the reasons why people save are usually similar. It may be for one or more of the following reasons:

1. To build an emergency fund in case of illness, loss of job, unexpected expense, etc.
2. To buy an expensive item later such as a refrigerator, car, home, education, etc. This could be to pay cash for an item therefore avoiding finance charges to to make a down payment on an item.
3. For retirement income Social security and pensions may provide for most of our needs but many people may need more.
4. To provide financial security in case a wage earner dies, is disabled or is unable to work for some reason.

MODULE: PLANNING FOR SAVINGS

Appendix C

The Life Cycle and Savings

People at various stages of life usually have different needs and objectives. This will significantly affect purposes for doing saving or the ways in which savings is done. Following are some facts about individuals and families at different stages of the life cycle:

Life Cycle	Characteristics
°The single young adult	°Investing in Education.
	°Preparing for a job or career.
	°Working at a full or part time job.
	°May be contributing to a pension fund.
	°Eligible for social security.
	°May have insurance.
°°The Beginning Family	°°Both husband and wife may be working.
	°°Either or both husband and wife may be continuing education.
	°°Plans may be made for savings for home furnishings, a house, a car, etc.
	°°Plans may be made for saving for future needs of children.
°The Expanding Family	°Plans may be made to meet the expanding and changing needs of all family members such as health, education, recreation, transportation.
°°The Contracting Family	°°Savings plans change when children grow up and leave home and families and may no longer be fully responsible for children's support.
	°°Parents may begin to seriously plan for own futures and retirement from jobs.
°Retirement Years	°Advanced financial planning may make it possible for retired couples or singles to live on savings and investment dividends.
	°In addition social security, pensions and other sources of planned income may provide for needs.

MODULE: PLANNING FOR SAVINGS

Appendix D

Life Cycle Savings

Worksheet

Stage of Life Cycle: _____

Income: _____

Suggested Savings Plan:

MODULE: PLANNING FOR SAVINGS

Appendix E

Personal Savings Plan

1. Identify a goal which you have which you need money to achieve.

   My goal is _____

   _____

2. How much money will you need to achieve your goal?

   _____

3. Develop a savings plan which will help you achieve your goal.

   -How often will you save (daily, weekly, biweekly, monthly)?

   _____

   -How much will you save each time?

   _____

   -How long will it take you to reach your goal?

   _____

4. Is your savings plan reasonable? Do you honestly feel that you will be able to save the amount you indicated? Will your goal still be important to you by the time you have enough money saved?

   _____

   _____

   _____

   _____

   If not, how could you revise your plan?

   _____

   _____

   _____

   _____

MODULE: PLANNING FOR SAVINGS

Appendix F

Post Test

Directions: Indicate the statements which are true by placing a T in the space to the left of the statement. Mark the statements which are false by placing an F in the space provided.

_____ 1. The best incentive for saving your money is to set a goal.

_____ 2. The easiest way to save your money is to put away a little money any time you have some extra.

_____ 3. Saving your money is hard because it is self-denial, putting away money that you may not ever use.

_____ 4. The most effective way to save money is to save early and regularly.

_____ 5. Everyone making approximately the same income should save the same amount.

_____ 6. Saving your money will help you reach your monetary goals as well as financial security.

MODULE: PLANNING FOR SAVINGS

Appendix G

Answer Key to Pretest and Post Test

T 1.

F 2.

F 3.

T 4.

F 5.

T 6.

THE SERIES

The Modules in the Social Education Series are:

AREA: PERSONAL DEVELOPMENT AND CARE

- Module: Building a Self Concept
- Module: Daily Body Care
- Module: Projecting My Best Image
- Module: Goal Setting
- Module: Building Bridges Between Incarceration and Return to the Community

AREA: FAMILY LIFE AND RELATIONSHIPS

- Module: Communicating With Children
- Module: Disciplining Children

AREA: CONSUMER AND MONEY MANAGEMENT

- Module: Making Decisions
- Module: Planning Your Budget
- Module: Planning for Savings
- Module: Methods of Saving Money

FLORIDA INTERNATIONAL UNIVERSITY

HOME ECONOMICS EDUCATION

FLORIDA STATE DEPARTMENT OF EDUCATION

PROJECT #2 - 3E31

CORRECTIONAL EDUCATION MODULES FOR YOUTH AND ADULTS

MODULE: METHODS OF SAVING MONEY

AREA: Consumer and Money Management

MAJOR TOPIC: Saving Money

MODULE: METHODS OF SAVING MONEY

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MODULE: METHODS OF SAVING MONEY

Introduction and Instructions

This module has been written to help you identify the various methods of saving your money. Every good manager knows that money must work for a purpose. As you become better acquainted with the various methods of saving money, you will be better able to decide upon one that is most suitable to meet your needs.

You can complete activities at your own pace. All of the materials you need to complete this module are contained within it.

You will note that a list of additional resources are listed for continued exploration of the topic. These materials may be available in your institution.

Turn the page and look over the Terms You Need To Know. When they are familiar to you, go on to the activities on page 5 and follow them step-by-step.

MODULE: METHODS OF SAVING MONEY

Terms You Need To Know

Annuity - a guaranteed retirement income purchased from an insurance company

Compound Interest - interest calculated on the total of the original principal and all accrued interest payments

Credit unions - cooperative associations operating both as savings and lending institutions for the benefit of its members

Endowment - setting aside a portion of income during earning years to provide income for survivors if head of family dies, or a means of saving for some special purpose (children's education, retirement)

Federal Savings and Loan Insurance Corporation - (FSLIC) all federally chartered associations in the U.S. are required to insure each account up to $40,000 with the FDIC, a government operated institution

Government Savings Bonds - bonds that can be purchased for varying amounts and have fixed redemption values both before and after maturity

Mutual Savings Bank - banks specializing in savings accounts and offering only a limited number of additional services

Stock - a share of ownership in business organized as a corporation

Savings - funds set aside on a continuous basis in a safe and accessable place for future goals and emergencies

Investment - is a method of saving money that involves risk, such as stocks and real estate and ultimately gives greater return than a savings account

MODULE: METHODS OF SAVING MONEY

Objectives	Activities	Resources
You will be able to:		
	Take the Pretest to see how much you know about the various methods of saving money.	See Appendix A p. 6 Pretest
•Identify various methods of saving money.	Read the Information Sheet to find out guides for the selection of savings plans.	See Appendix B p. 7 Information Sheet: Guidelines for Savings
•Understand regular savings and investment savings.	Study the Information Sheet to find out types of savings and investment plans available, where available; and the advantages and disadvantages of each plan. Also read Information Sheet on other types of available savings and investment methods.	See Appendix C p. 8 Information Sheet: Institutions and Types of savings See Appendix D p. 9 Information Sheet: Other Types of Savings and Investments
•Identify a savings method suitable to your needs, present and future circumstances.	Study the Information Sheet: Life Insurance and Real Estate for descriptions, advantages and disadvantages of various types of life insurance policies and investment in real estate.	See Appendix E p. 10 Information Sheet: Life Insurance and Real Estate
	Fill out the Rating Chart on savings and investments and rate the methods of savings and investment institutions for their: safety, availability and earnings.	See Appendix F p. 11 Rating Chart: Savings and Investments
	Read the Case Study and decide upon suggested types of choices for Sally Anderson and reasons for your choices.	See Appendix G p. 12 Case Study
	Take Post Test and see what you learned from this module.	See Appendix H p. 13 Post Test
	Check your answers to the Post Test.	See Appendix I p. 14 Answer Key to Pretest and Post Test

MODULE: METHODS OF SAVING MONEY

Student Resources

Books and Pamphlets:

How to Manage Your Money. American Bankers Association, 1975.

McGinley, Helen. People. Lexington, Mass.: Ginn and Company, 1980.

Your Savings and Investment Dollar. Prospect Heights, Illinois: Household Finance Corporation, 1973.

Porter, Sylvia. Money Book. New York: Doubleday, 1976.

Audio Visuals:

Banking and Banking Services. (filmstrip & cassette). Changing Times Educational Service. St. Paul, Minn.: EMC Publishing Co.

Consumer Education Audio Visuals. (filmstrip & cassettes). Tallahassee, Fla.: State of Florida, Department of Education.

Consumer Education Money Management. (filmstrip & cassettes). Chicago, Ill.: Money Management Institute, Household Finance Corporation.

Insurance. (filmstrip & cassette). Changing Times Educational Service. St. Paul, Minn.: EMC Publishing Co.

Money & Life Style. (filmstrip & cassette). Changing Times Educational Service. St. Paul, Minn.: EMC Publishing Co.

Money Management. (filmstrip & cassette). Changing Times Educational Service. St. Paul, Minn.: EMC Publishing Co.

Personal Finance. (filmstrip & cassette). Tallahassee, Fla.: State of Florida, Department of Education, 1979.

Saving & Investing. (filmstrip & cassette). Changing Times Educational Service. St. Paul, Minn.: EMC Publishing Co.

APPENDICES

MODULE: METHODS OF SAVING MONEY

Appendix A

Pretest

Directions: Indicate the statements which are true by placing a T in the space to the left of the statement. Mark the statements which are false by placing an F in the space provided.

____ 1. Savings are funds put aside in a place that is safe and usually offers ready access.

____ 2. Savings involve little or no risk and pays some return on your money.

____ 3. Investments always involve an element of risk.

____ 4. Government securities are a method of borrowing from the government.

____ 5. Buying stock or a share does not mean that you own a small part of the company.

____ 6. Buying real estate is the best way to save money.

____ 7. Self discipline is the key to saving money

MODULE: METHODS OF SAVING MONEY

Appendix B

Information Sheet: Guidelines for Savings

The choice of a savings plan will differ for each individual and situation. There are many different ways and places where you can save, each with it's own advantages and disadvantages. Your choice should be based on:

1. what you want to achieve
2. when you plan to use the money saved
3. income
4. individual and family needs

Since most savings plans provide some income or interest, the factors, you need to consider when choosing a plan are:

1. Safety: What degree of risk are you taking that you might lose some or all of your money?
2. Availability: How easily and quickly can you get your money?
3. Purpose: How do you want to use this money?
4. Earnings: How quickly will your money grow in value?

Usually, the safer and more accessible savings provide less earning power or interest.

Appendix C

Information Sheet: Institutions and Types of Savings and Investments

Financial institutions and the types of services they offer vary from place to place according to the banks' charter. Banks are of tow major types, commercial and savings and loan. Since governmental restrictions have been lifted savings and loan institutions have taken on a new face, duplication many of the services formerly found only in commercial banks. Listed below are some of the services of each.

Types	Services	Advantages	Disadvantages
a. Commercial Bank	·Checking (interest bearing account) ·Savings (5!% interest passbook ·Personal and mortgage loans ·Safe deposit boxes ·Trust facilities ·Cashier's and travelers checks ·Sell and redeem U.S. Saving Bonds ·Sell Treasury Bills and Notes	·Convenient ·Numerous Services ·Money Withdrawn on demand ·Deposit are insured ·Gov't bonds can be replaced if lost or stolen and redeemed without charge	·Low rates of interest on saving ·Service charges for balances under certain amounts ·Accounts are not credited immediately upon deposits hold on checks, other than gov't
b. Savings and Loan Bank	·Passbook savings ·Certificate of deposit "CD's" ·Mortgage loans ·Investment accounts ·IRA (Investment Retirement Accounts)	·Good for long range savings plans ·Convenient ·Save for retirment ·Deposit are insured up to $ 40,000.00 ·Money withdrawn on demand ·Higher rate of interest than commercial bank	·Takes longer to clear deposits (Float Checks) ·Penalties for early withdrawal ·Not as many services ·Bank has right to request notice of withdraw in advance, up to 30 days
c. Credit Union	·Savings, checking and loans ·Credit cards, travelers' checks ·Payroll deductions ·Certificate accounts	·Higher rate of interest ·Easier to save and pay back with payroll deductions ·Deposit are insured ·Higher rate of interest than a commercial bank	·Low interest rates

MODULE: METHODS OF SAVING MONEY

Appendix D

Information Sheet: Other Types of Savings and Investments

Type	How Obtained	Advantage(es)	Disadvantage(s)
1. Government - gov't borrowing from citizens. treasury bonds (US Savings bonds	Commercial bank	Safe and can be purchased small denominations	Fixed rate interest, must be held ten years or longer
treasury notes	Commercial bank	Safe, yield high interest	Must be held 1-10 years, amount $ 10,000.00 or more
treasury bills	Commercial bank	Safe, yield high interest	Must be held one year or less $ 10,000.00 or less, depending on gov't need of money
2. Municipal bonds - city, counties borrowing from local residents to finance community projects	From various local gov'ts: city and county	Good tax shelters Interest is exempt from federal income tax	Long term investment Money not readily accessable
3. Corporate bonds - money corporations borrow from private citizens	From business corportions	Yield high interest	Differ in form of security backing them Can be risky
4. Stocks - companies selling you a small "share" in form of a certificate	Stock broker	Tax shelter	Effected by rate of inflation Value Fluctuates continuously

MODULE: METHODS OF SAVING MONEY

Appendix E

Information Sheet: Life Insurance and Real Estate

LIFE INSURANCE:

Life insurance policies can be redeemed or used for loans. However, the main purpose of having life insurance is to provide financial assistance to your family in case of your death. There are several types of life insurance:

Term Insurance: This is the least expensive. The terms are 5, 10, or 20 years. This has low premium payments. It offers only death benefits.

Straight or Whole Life Insurance: This has higher premium payments and covers person until death. It also has loan and cash value.

Endowment Insurance: This combines life insurance with savings. It can effectively be used for childrens' saving plans and savings for college.

The disadvantage of insurance as an investment is the low yield of on your money.

REAL ESTATE:

In this century buying real estate has probably been the most popular long term investment a person could make. In most cases, homes have doubled in value by the time a person decides to retire and move to smaller living quarters.

Unfortunately, todays interest rates have made investing in real estate a thing of the past with interest rates from 13% to 17%. Careful planning and good financial advice are stongly recommended when considering this type of investment at today's prices.

Whatever the method you choose to save your money, discipline is the key. A savings and investment plan is necessary and important to you and your family's security.

MODULE: METHODS OF SAVING MONEY

Appendix F

Rating Chart: Savings and Investments

DIRECTIONS: After reading Information Sheet: Institutions and Types of Savings and Investments, rate the following methods by placing a (+) or (-) in the categories of safety, availability and earnings.

METHOD/INSTITUTIONS	SAFETY	AVAILABILITY	EARNINGS
Commercial Bank			
Municipal Bonds			
Savings and Loan Association			
U.S. Savings Bonds			
Life Insurance			
Credit Union			
Stocks			
Real Estate			

MODULE: METHODS OF SAVING MONEY

Appendix G

Case Study

DIRECTIONS: Read the following case study and answer the question(s) with the knowledge you have gained from your previous reading on methods of saving money.

Sally Anderson is a single, divorced woman, twenty-four years old. She has one child to support. She has a divorce settlement of $ 2,000.00. Sally's take home pay is $ 250.00 a week. She has no car payment, but does pay $ 300.00 a month rent and $ 60.00 a month for child care, along with other miscellaneous expenses.

All the larger family debts were paid by her former husband. She wants to invest her money in some type of savings that will give her some return. She also needs to have cash readily available for emergencies.

What type of savings method(s) would you recommend to Sally? Indicate the reasons for your choice or choices.

TYPE(S) OF CHOICE:

REASON(S) FOR CHOICE:

MODULE: METHODS OF SAVING MONEY

Appendix H

Post Test

DIRECTIONS: Indicate the statements which are true by placing a T in the space to the left of the statement. Mark the statements which are false by placing an F in the space provided.

____1. Savings are funds put aside in a place that is safe and usually offers ready access.

____2. Savings involve little or no risk and pays some return on your money.

____3. Investments always involve an element of risk.

____4. Government securities are a method of borrowing from the government.

____5. Buying stock or a share does not mean that you own a small part of the company.

____6. Buying real estate is the best way to save money.

____7. Self discipline is the key to saving money.

MODULE: METHODS OF SAVING MONEY

Appendix I

Answer Key to Pretest and Post Test

1. T
2. T
3. T
4. F
5. F
6. F
7. T

THE SERIES

The Modules in the Social Education Series are:

AREA: PERSONAL DEVELOPMENT AND CARE

- Module: Building a Self Concept
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- Module: Projecting My Best Image
- Module: Goal Setting
- Module: Building Bridges Between Incarceration and Return to the Community

AREA: FAMILY LIFE AND RELATIONSHIPS

- Module: Communicating With Children
- Module: Disciplining Children

AREA: CONSUMER AND MONEY MANAGEMENT

- Module: Making Decisions
- Module: Planning Your Budget
- Module: Planning for Savings
- Module: Methods of Saving Money